

# *Business Education* **Forum**

FEBRUARY, 1951

VOL. V NO. 5

*In This Issue*

General Clerical

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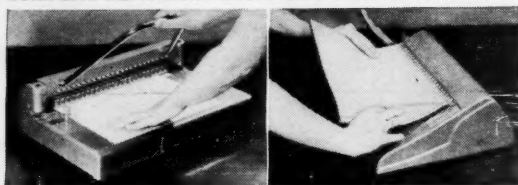
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## Letters

This section is an open forum for members of UBEA. Ideas and opinions expressed here are those of the writers and not necessarily those of the United Business Education Association.

#### Teacher Education Conferences

To RALPH W. McDONALD, Executive Secretary, National Commission on Teacher Education and Professional Standards:

Kindly accept my thanks for your invitation to attend the Washington Regional Conference on Teacher Education and Professional Standards not only as a representative of the United Business Education Association, a Department of the National Education Association, but as a representative of teacher education from Virginia Polytechnic Institute. I felt that the conference was of great significance.

The representatives were stimulated a great deal to continue their work on the further professionalization of teacher education. I am confident that they will renew their efforts to raise salaries and improve certification standards.

As a representative of the United Business Education Association, I am on a committee whose purpose it is to study business teacher certification. It is the hope of this committee to recommend minimum and optimum standards with reference to such certification and motivate our area of the profession to work for such standards. Thus you see the conference was of great value to me.

HARRY HUFFMAN

Virginia Polytechnic Institute  
Blacksburg, Virginia

To UBEA EXECUTIVE SECRETARY:

I want to thank UBEA for the privilege of being selected as one of the representatives at the recent conference in Boston. Although the summaries of the various committee conferences on teacher education and professional standards will be published in mimeographed form, I do want to say that I think it is important to have business education represented on the committees of such conferences.

Most of my work assignment was done in the committee on "Professional Growth in Service." I also met with the Massachusetts group in the general orientation meeting.

Thanks again for suggesting my name to serve our fine organization. I consider it a privilege and an honor to do so.

LESTER I. SLUDER

Boston University

● In addition to Dr. Huffman and Mr. Sluder, business education was represented at the various conferences by John L. Rowe, Teachers College, Columbia University; Vernon A. Musselman, University of Kentucky; Forrest L. Mayer, Ball State Teachers College; Theodore Woodward, George Peabody College for Teachers; A. J. Lawrence, University of Mississippi; Floyd Kelly, Highlands University; Edwin A. Swanson, San Jose State College; Theodore Yerian, Oregon State College; E. J. Kosy, Central Washington College of Education; E. C. McGill, Kansas State College; and Lloyd V. Douglas, Iowa State Teachers College.



# UBEA

1201 SIXTEENTH STREET N. W., WASHINGTON 6, D. C.

Headquarters Notes  
February, 1951

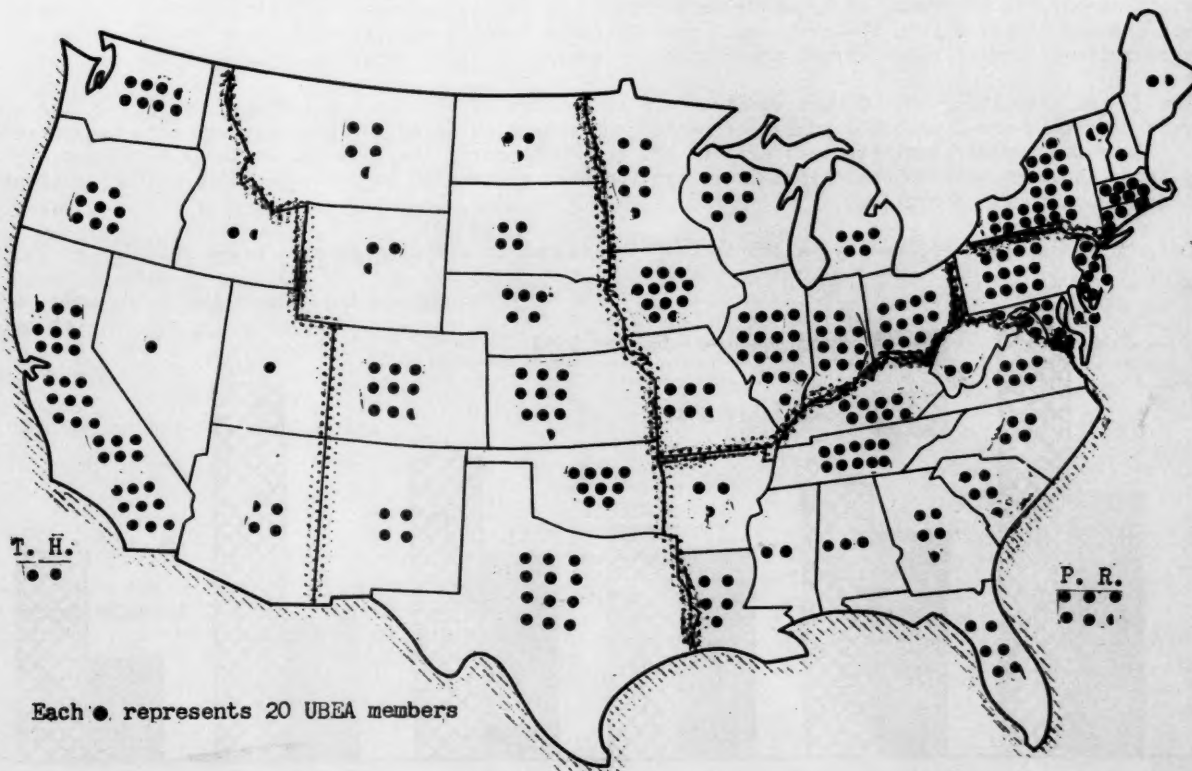
Dear Business Teacher:

Professional associations like nations exist to render service to those who constitute the organizations. Likewise, the scope of influence is in direct proportion to the number of participating members. The recruitment program, an obligation of individual members, is so vital to UBEA that this issue of headquarters notes is devoted to a statistical presentation of the membership status of the Association and to a plan for action at midyear.

The summary report for the period ending at midyear brought hopes, disappointments, and achievements for the UBEA membership directors and state chairmen. In viewing the nation as a whole, the gain of 1,131 members is most encouraging. The percentage of renewal memberships is ahead of previous years and a substantial increase in new memberships has been recorded in many states. Thirty-seven states, Puerto Rico, and Hawaii, have exceeded the number of members enrolled at the same time one year ago. Thirty-six states are ahead of the count made at the end of the 1950 membership year and eighteen states have reached an all-time high in number of members enrolled.

In the spotlight at the midyear count are two states which have pioneered in the idea of a unification agreement with the regional and national associations. These states are South Carolina and California. Contrary to the fears expressed by some professional leaders, both states have made steady gains since initiating their plans and now top all previous records for membership. The trail-blazing experiences of the business education leaders in California and South Carolina should be helpful to other leaders who are truly eager to have a part in building a unified profession.

The accompanying map shows a concentration of members in California, New York, Illinois, Texas, Pennsylvania, Iowa, Ohio, Indiana, Tennessee, and Kansas. It necessarily follows that most of these states also have the greatest potential membership while states like Arizona, Idaho, Wyoming, and many others with small enrollments have achieved professional status which



## HEADQUARTERS NOTES

equals or exceeds the big ten if based on the potential enrollment. The following tables illustrate the point.

THE BIG TEN

Rank	Most Potential	Actual
1	New York	California
2	California	New York
3	Pennsylvania	Illinois
4	Illinois	Texas
5	Ohio	Pennsylvania
6	Massachusetts	Iowa
7	Indiana	Ohio
8	Texas	Indiana
9	New Jersey	Tennessee
10	Michigan	Kansas

THE LITTLE TEN

Rank	Least Potential	Actual
1	Nevada	Rhode Island
2	Delaware	Nevada
3	Wyoming	Utah
4	Vermont	New Hampshire
5	New Mexico	Delaware
6	Utah	Vermont
7	Idaho	Maine
8	Rhode Island	Mississippi
9	New Hampshire	West Virginia
10	Dist. of Col.	Dist. of Col.

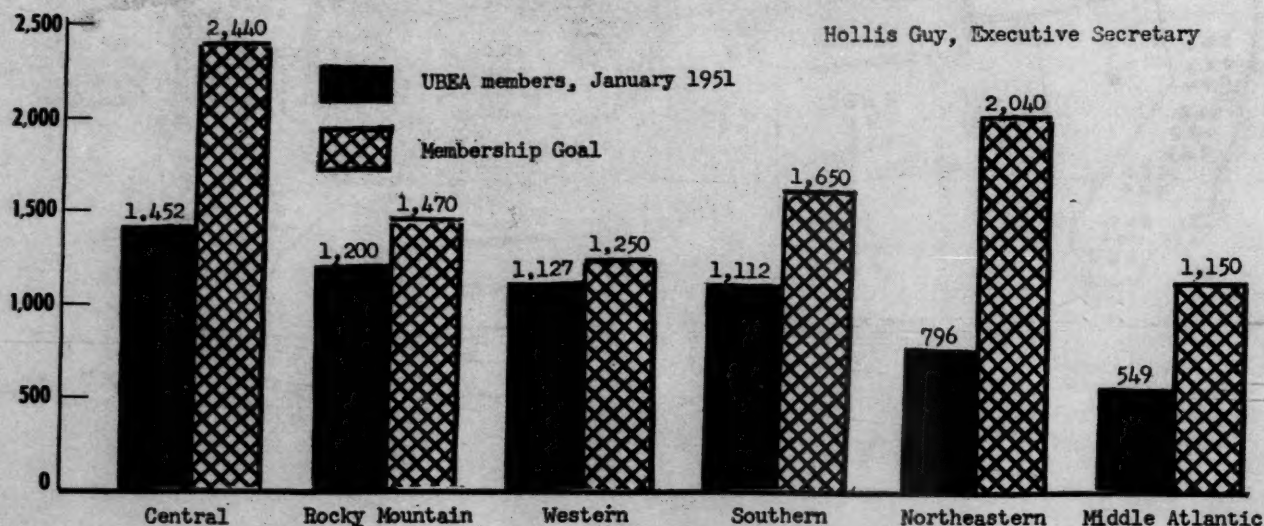
Look at the enrollment figures for your state as given on the opposite page and determine the percentage of increase or decrease. For example, Tennessee has 192 members as compared with 96 at the same time last year, an increase of 100 per cent for the current year. The increase for the nation is 22 per cent. How does your state compare with Tennessee? With the nation? If your state does not measure up to the national level, study ways and means for activating the recruitment program in your city or county and appoint yourself a committee of one to recruit at least one new member for UBEA within the next week.

UBEA's membership goal is 10,000 business teachers as members of their national specialized professional association. The district goals, established by Council members responsible for the UBEA activities within the district, are both reasonable and attainable. By midyear, 62.8 per cent of the national goal has been reached. Now, look at the graph at the bottom of this page. Central District is out front in number enrolled while Western District is within 10 per cent of its goal for the year. Where does your district stand in number of members enrolled? In percentage of goal achieved?

Why are there so many professional hitchhikers in business education? The answer is simple: they are not informed as to what UBEA is doing to advance the profession. If three volunteers can secure three per cent (300) of the national goal, is it not reasonable to believe that each member can accept the responsibility of securing one new member within one week? How can this be done? The plan of action is: (1) find out which business teachers in your school and community are members of UBEA; (2) extend the courtesy of an invitation to membership in UBEA to each of the nonmembers; (3) send the application to your state membership chairman, district Council member, or to headquarters. If each member will recruit at least one new member within the next week, your National Council and state chairmen can close the spring recruitment campaign and direct their time and energy to other important phases of the program.

The job of recruiting 10,000 business teachers as members of UBEA is not a staggering one. This number is less than one-fourth the number of business teachers employed in the secondary schools and colleges. Sixty-two hundred business teachers are not enough to carry the load for business education. Thirty-three thousand professional hitchhikers are too many persons to reap the benefits of UBEA without contributing toward its operation.

Yes, business teachers, we have a job to do. The signal is flashing green. Let's go!



UNITED BUSINESS EDUCATION ASSOCIATION  
Comparative Membership Report, January 1, 1951

State	Membership Chairman	Jan. 1 1951	Jan. 1 1950	Increase or Decrease
Alabama	*Mary George Lamar, Auburn; **Lucille Branscomb, Jacksonville	56	58	- 2
Arizona	Jean Hanna, Phoenix	65	41	+ 24
Arkansas	*Robert Ferralasco, Harrisburg; **Joe Clements, State College	48	35	+ 13
California	Marsdon Sherman, Chico	653	410	+ 243
Colorado	Edna D. McCormick, Denver	166	204	- 38
Connecticut	Paul M. Boynton, Hartford	59	60	- 1
Delaware	Gladys Roscoe, Dover	24	16	+ 8
Dist. of Col.	Estelle Phillips, Washington	43	43	0
Florida	*Frances McQuarrie, Deland; **John Moorman, Gainesville	110	94	+ 16
Georgia	*Lucy Robinson, Marietta; **Cameron Bremseth, Collegeboro	86	52	+ 34
Hawaii	Elaine Min and Jeanette Tilley, Honolulu	34	29	+ 5
Idaho	D. H. Verry, Albion	30	27	+ 3
Illinois	Mary Webb, Normal	314	257	+ 57
Indiana	Forest Mayer, Muncie	208	167	+ 41
Iowa	Virginia Marston, Monticello	225	178	+ 47
Kansas	John Payne, Hutchinson	185	129	+ 56
Kentucky	Vernon Musselman, Lexington	158	119	+ 39
Louisiana	*Gladys Peck, Baton Rouge; **N. B. Morrison, Natchitoches	94	66	+ 28
Maine	Pending	24	35	- 11
Maryland	Thomas Greene and Edward Goldstein, Baltimore	112	91	+ 21
Massachusetts	Andrew Steinhope, Newtonville	116	112	+ 4
Michigan	Tom Null, Kalamazoo	100	75	+ 25
Minnesota	Donald Beattie, Minneapolis	124	76	+ 48
Mississippi	A. J. Lawrence, University	43	40	+ 3
Missouri	Fred Green, Kansas City	107	115	- 8
Montana	Brenda Wilson, Missoula	85	65	+ 20
Nebraska	Jane Stewart, Lincoln	96	88	+ 8
Nevada	Kathleen Griffin, Reno	18	14	+ 4
New Hampshire	Marion Diamond, Laconia	21	16	+ 5
New Jersey	Spencer Ames, Elizabeth	129	166	- 37
New Mexico	Floyd Kelly, Las Vegas	74	52	+ 22
New York	Edward Cooper, Albany - John L. Rowe, New York City	437	377	+ 60
North Carolina	Bernice Bjonerud, Wilmington	78	71	+ 7
North Dakota	Alice Hansen, Bismark	48	37	+ 11
Ohio	Mildred Siefert, Cleveland	221	215	+ 6
Oklahoma	Robert Lowry, Stillwater	175	196	- 21
Oregon	Clara Voyen, Albany	158	160	- 2
Pennsylvania	Kerr Miller, Williamsport	241	206	+ 35
Puerto Rico	Felicita Mendez, San Juan	101	20	+ 81
Rhode Island	Priscilla Moulton, Providence	14	17	- 3
South Carolina	Eleanor Patrick, Chester	86	44	+ 42
South Dakota	Dorothy Hazel, Vermillion	78	77	+ 1
Tennessee	*Eleanor Brown, Nashville; **Gus Parker, Knoxville	192	96	+ 96
Texas	O. J. Curry, Denton	244	184	+ 60
Utah	Evan Croft, Provo	19	14	+ 5
Vermont	Millicent Dixon, Montpelier	24	17	+ 7
Virginia	*Louise Moses, Norfolk; **Harry Huffman, Blacksburg	118	121	- 3
Washington	Emma Glebe, Pullman	150	103	+ 47
West Virginia	Thomas Smith, Charleston	43	51	- 8
Wisconsin	Clemens Wisch, Milwaukee	153	155	- 2
Wyoming	G. W. Maxwell, Laramie	49	23	+ 26
Others		44	35	+ 9
Total		6,280	5,149	+1,131

\*Secondary Schools    \*\*Colleges

DISTRIBUTION BY DISTRICTS

District	Elected Members of National Council for Business Education	Membership		Per Cent Increase
		Jan. 1951	Jan. 1950	
Northeastern	Edward Cooper, Paul Boynton, John L. Rowe	796	654	142
Middle Atlantic	Thomas Greene, Edward Goldstein, George Pontz	549	522	27
Southern	Parker Liles, Arthur Walker, Theodore Woodward	1,112	847	365
Central	Russell Hosler, Ray Price, Lloyd Douglas	1,452	1,238	214
Rocky Mountain	Irene Brock, E. C. McGill, Clyde Blanchard	1,200	1,055	145
Western	Clara Voyen, John Given, Theodore Yerian	1,127	798	229
Others		44	35	9
Total		6,280	5,149	1,131





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## *Let's Make Clerical Practice Attractive*

From the many surveys and studies that have been made of the number of clerical jobs available to the graduates of our secondary schools, it has been found that there are more opportunities for initial employment in this field than in any other area of business. More and more schools have recognized the needs of business and are providing the education necessary for efficient clerical workers. Many more schools should include a training course for clerical workers in their business curricula. However, we need more interesting programs to make the clerical practice course attractive to the majority of vocationally minded pupils. Let us put some life and appeal into the clerical training course to attract the more able student, rather than using it as a place for those students who fail in other business subjects.

Clerical jobs involve both simple and complex duties. Certain knowledges and skills are basic to all clerical jobs. These include typewriting, filing, use of adding and calculating machines, billing machines, record keeping, sorting and classifying, handling mail, filling in forms, using the telephone, and the like. Relative emphasis should be given to these knowledges and skills necessary to develop competent clerical workers.

Arithmetic is used daily by most clerical workers. Therefore, the fundamentals of arithmetic should be thoroughly reviewed and mastered. If real live problems are used in the classroom, the drill can be made much more meaningful. The clerical worker must fill in a great many forms in handwriting. Therefore, the value of legible penmanship should be made clear, and acceptable standards set up and required.

Personality and personal efficiency cannot be overemphasized. A clerical worker should know the importance of health, proper behavior on the job, personal appearance, pleasant disposition, and have a sense of responsibility. These factors are applicable to success in all types of clerical positions. The ability to understand and follow directions, to have pride in a job well done, and the importance of accuracy and speed should be stressed.

The orientation from theory to practice need not be a painful process. The students can begin to feel secure and have confidence in themselves if the work in the classroom is organized on a businesslike basis. If the "office" is alive, vital, fascinating, and hums with activity, students will realize the importance of their part of the job and how essential it is to keep the wheels of business turning. If the work is practical, individualized, and drill is meaningful, the students will enjoy the feeling of achievement and success.

Careful selection of students for clerical practice is of primary importance. It is not a dumping ground for the less able student. Guidance supervisors should recommend only boys and girls who have enough manual dexterity, interest, and emotional stability to become successful clerical workers. Several aptitude tests have been used effectively in determining clerical ability and predicting success on the job. Although many business firms give their own aptitude tests to prospective employees, much more research can, and should be done, in the field of testing before the student begins his vocational training.

Let us give business what it wants—workers who are keen, alert, and intelligent; workers who have employable personalities; workers who can spell, proof-read and offer skills that meet the standards set up by our American way of business. Let us keep faith with our students. Teachers of clerical practice have a real challenge before them—a responsibility to give business adequately trained employees, who are happy because they are successful.

MARY E. CONNELLY, *Issue Editor*



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# THE *Forum*

## How Important Is the Teaching of Filing? Do You Know?

*It is obvious that we are confronted with a conflict which cannot be easily resolved.*

By EDWIN M. ROBINSON\*  
Boston University  
Boston, Massachusetts

A few years ago a book on office management, not written incidentally by a recognized authority, made this statement: "Every incoming paper and a copy of every outgoing paper should be carefully preserved and placed in the files." On the other hand, the office planning manager of the largest company in its field has stated that his company had practically done away with filing. But the filing department in the latest home-office insurance company skyscraper is the pride of the company. It is obvious that we are confronted with a conflict which cannot be easily resolved.

If filing is not important, it should have little place in an office practice teaching program. If filing is important, then its importance should be recognized. At least four publishers are now supplying materials for the teaching of filing.

In view of the above contradictions, let us make a few observations for the benefit of two interested groups: primarily, the teacher who has the job of training pupils in filing technique; and secondarily, the office-practice pupil, lest he feel that he is learning a "dead language." This paper is addressed to the teacher in the hope that he will be able to transfer to the pupil some of the thoughts expressed here.

In the first place, it is obvious that some filing will always be necessary, regardless of what individual concerns may do about it. There will always be a need of preserving some letters and papers, even if for only a short time. In some cases, papers may need to be preserved permanently.

In the second place, if papers are to be filed, a trained intelligence must be brought to bear upon the separation of items to be filed from material that need not be kept.

In the third place, definite techniques of filing procedure must be determined, carefully drawn up, and made available to teacher and pupil in teachable form.

In the fourth place, the individual who is to teach filing should have a background of actual filing experience in a business office, plus some filing supervisory experience, if possible, plus some general office experience. If the instructor has had office management experience, or general office supervisory experience, so much the better.

As it is obvious that relatively few instructors of filing in either secondary school or college will have had such office experience, it seems desirable to present certain background material which will help the filing instructor to orient or reorient himself and to instill confidence and a sure approach which may be lacking. One of the greatest obstacles that business teachers must overcome is the fear that what he is teaching may not be *correct* practice or even *current* practice.

The following material is presented in question-and-answer form in the belief that the questions are typically those which the teacher of filing is likely to ask and which may be asked by students.

### *1. Why is it desirable for every office worker to know how to file and find papers?*

[a] So that he may be able to care properly for any papers entrusted to his care and produce them promptly when desired.

[b] So that if called upon to do filing, he may be prepared.

[c] So that he may know what to expect of others who may file papers for him.

[d] Because a knowledge of filing technique means the ability to analyze, organize, and classify papers which come to his desk, enabling him to handle them or dispose of them more intelligently than if he did not have that ability.

[e] So that he may understand how to *find* papers in the file in the absence of the regular file clerk or in an emergency.

\*Mr. Robinson is Professor of Management at Boston University and Director of the Evening Division of the Boston University College of Practical Arts and Letters.

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*"Since papers must be found quickly, care must be taken in putting them away."*

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2. *How would you introduce the subject of filing to a class?*

[a] Make clear the objective of filing: to get material into the files so that it can be produced when wanted.

[b] Since papers must be found quickly, care must be exercised in putting them away.

[c] Emphasize the connection between filing and finding.

[d] Explain the objectives and reasons for them and the necessity for intelligent, accurate work.

3. *What equipment is used in filing, and how is it used?*

[a] Folders to contain the papers filed (miscellaneous folders and individual folders; labeled tabs).

[b] Guides to show where definite folders are (indexed tabs).

[c] Vertical file drawers to contain folders and guides.

[d] Sorters for quickly sorting papers before filing into folders.

[e] Requisition slips for requesting materials from files.

[f] "Out" cards to show papers removed from files, and who has them.

[g] Trays to receive materials to be filed (placed on desks).

[h] Cross-reference sheets, filed where papers might also be sought.

[i] Gummed labels for placing correspondent's name on individual folder.

[j] Paste or mucilage for fastening together papers from same correspondent.

4. *What is the best way to label file holders? Why is it the best way?*

[a] Type on gummed labels, which come in strips.

[b] Cut label from strip, and paste on folder tab.

[c] Label can be read clearly, and it looks neat.

[d] Several labels can be typewritten at one sitting.

[e] Never use handwriting on folder tabs, except per-haps temporarily.

5. *The test of good filing is the quick location of any letter or papers in the files. This depends upon adequate equipment, an index suitable to the nature of the filing system, and one other factor. If this unnamed factor is not present, it will not be possible to locate desired material in the files. What is the factor?*

[a] We must get the papers into the files before we can get them out of the files.

[b] A scheduled regular time for doing this will help.

6. *In referring to the process of filing, the expression "Getting papers into the files" is preferable to the term "filing." Why?*

[a] "Getting papers into the files" can be better visualized than "filing."

[b] The term is specific and indicates not only what is to be done, but it connotes the imperative need of doing it quickly, so that papers will be in the files when they are called for.

7. *Under what circumstances would material be requested from the files?*

[a] We have received another letter from our correspondent and desire to see the previous correspondence.

[b] A correspondent has called at our office or is going to call; we want his file.

[c] In a discussion with others, we may desire to refer to the file for details and confirmation.

[d] Follow-up: before writing again, it is wise to refer to the file to see what we wrote before.

[e] A salesman sends in a complaint about a letter we have written to a customer or prospect; we want the file.

8. *Bearing in mind the answer to the previous question, would you say that all letters and papers in offices should be filed?*

[a] No. Only those which are likely to be referred to again; also, consider the legal aspect.

[b] If in doubt, file temporarily and mark a date for later consideration, or refer to someone in authority for permission to kill.

9. *Who is responsible for material taken out of the files? Why? What do you mean by this responsibility, and how would it be carried out?*

[a] Whoever has charge of the files is responsible for material taken out of the files.

[b] She is hired to protect the material filed.

[c] When getting out material, she receives a signed receipt (or requisition), or places an "out" card or sheet in the position from which the material was taken.

[d] If material is not returned promptly, she goes after it until she gets it.

10. *List in order all the steps taken in the operation of a file, from the beginning to the end.*

[a] Releasing for file: initialing original letters, without carbon.

[b] Sending to file (or getting papers to filing department).

[c] Examining letters to see if they should be filed, returned for release or destroyed.

[d] Reading to determine the name, subject, or other heading under which it is to be filed.

[e] Coding: indicating on letter what it is to be filed under, usually by underlining in colored pencil.

[f] Cross-referencing if necessary.



*"There will always be a need of preserving some letters and papers."*

[g] Sorting: presorting by main subdivisions; final sorting (sub-sort) in exact order and by file drawers.

[h] Filing: (1) locating the correct folder in the file drawer; (2) raising or removing the folder; (3) placing the letter in front, with the heading to the left; (4) replacing the folder in the file drawer.

[i] Finding: (1) locating folder containing material requested; (2) removing requested material; (3) noting on "out" slip to whom papers were given; (4) delivering the requested papers.

[j] Follow-up: following up person who has papers taken from files.

[k] Refiling: (1) examining papers to be sure they are intact; (2) observing where papers should be filed; (3) filing as indicated above, under "Filing."

11. What is the purpose of classifying letters before filing them? How would you do this?

[a] The purpose of classifying letters before filing them is to determine where the letter should be filed, and then to indicate that fact permanently, so that no time will be lost in filing the letter at any time.

[b] Put one blue line under primary classification, two blue lines under secondary classification.

[c] If a numerical file, the file number is ascertained and blue-penciled in the upper right-hand corner of the sheet.

12. What points about alphabetical filing do you believe should be stressed in explaining it? Why?

[a] Alphabetical filing is the most commonly used system.

[b] It is a *direct* system of filing.

[c] It is particularly adaptable to filing correspondence by name.

[d] Nearly anyone, even if not familiar with filing, can find papers filed alphabetically.

[e] Good subdivided indexes are available, when expansion is required.

[f] Cross-referencing is necessary occasionally.

[g] It is necessary to alphabetize correctly.

[h] This system is always used unless there is some good reason for using some other system.

[i] The rules for filing must be memorized and applied strictly.

[j] Misfiled letters may often be located in the vicinity of their correct file position.

13. Explain "alphabetizing" and state the reason for it.

[a] Alphabetizing is arranging names in strict alphabetical order.

[b] Where two or more names have the same letters, arrange the names in ABC order, to the last letter of the word.

[c] The reason for alphabetizing is to distinguish names from each other and to indicate where they should be properly filed.

14. What points about numerical filing do you believe should be stressed in explaining it? Why?

[a] Numerical filing is *indirect*; it requires reference to an index, arranged alphabetically.

[b] It is easy to operate, but it is also easy to transpose numbers.

[c] Misfiled items are practically impossible to find.

[d] It is easily constructed—start with folder No. 1; add new folders with the next highest number.

[e] It is particularly well adapted to certain types of material and to certain businesses.

15. Contrast the advantages and disadvantages of alphabetical filing with the advantages and disadvantages of other types of filing, naming the types selected for comparison.

Type	Advantages	Disadvantages
Alphabetical	Direct;	May become unwieldy;
	Most easily understood	Not too easily expanded
Numerical	Easy to operate	Indirect: Need an ABC cross-reference index, making two operations.
Geographical	If firm is organized territorially. One or two customers in a town, or with easily misspelled names.	Indirect: Need an ABC cross-reference index, making two operations.

16. How would you build up a subject file?

[a] Determine the subjects on which material will be collected.

[b] Determine appropriate subject headings for each subject.

[c] Arrange subject headings in alphabetical order.

[d] Provide folders and label them (typewrite).

[e] Put the material to be filed into the proper folders.

[f] When necessary to add folders, do so, placing them in proper alphabetical order.

[g] Many firms number the folders: easier to use numbers in coding material. For a new subject, use next highest number, without regard to alphabetical arrangement; will then need an ABC cross-reference index.

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*"The test of good filing is the quick location of any letter or paper in the file."*

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17. Explain a follow-up file, how it is built, and how it may be operated.

[a] For the purpose of bringing matters up at a later date.

[b] Twelve monthly guides, 31 daily guides or folders.

18. What is the Russell-Soundex system of indexing? How would you present it to a class?

[a] The Russell-Soundex system of indexing brings together all names which sound alike, but are spelled differently;

[b] Vowels and W, H, and Y are not considered.

[c] The remaining consonants have code letters with numerical values, which provide a code number.

[d] This code number is the same for all names which sound alike.

[e] In presenting it to a class: (1) show the need (2) explain its application (3) describe its working (4) give practice examples (5) give tests.

19. When a file has grown to a point where there are so many folders that filing and finding are slowed down, what remedy would you suggest? (In answering this question, consider the reasons for the slowing down.)

[a] If there is too much material in the file drawer, redistribute the material in more file drawers.

[b] If there is too much material in the files, transfer non-current material elsewhere.

[c] If the present guides are inadequate, add more guides (subdivisions) or procure new and larger subdivided guides.

20. What is the purpose behind the subdividing of an alphabetical index? (subdividing is also called expansion, sometimes.)

[a] To equalize and keep down the number of folders behind any guide.

21. What is the purpose of transferring, and how is it accomplished?

[a] To clear current files of obsolete or inactive material, and make more room for current papers.

[b] At regular periods, remove from current file drawers all material over a certain age, (e.g., three months) and place it elsewhere, properly indexed.

[c] Three months later, at next transfer time, remove it to a still less valuable place.

[d] If folder tabs are indexed, do not transfer the guides, only the folders. This saves the cost of new guides.

22. How does a filing supervisor check the work of a new file clerk?

[a] Each file clerk is assigned her own section in which to file.

[b] A new file clerk is assigned a section, in which she files letters up-ended.

[c] The supervisor checks each up-ended letter and if correct, turns it down in the folder; if incorrect, she calls the new file clerk and asks her about it, stressing the practical impossibility of finding any paper which has been misfiled.

[d] This is done until the supervisor is satisfied that the new file clerk files correctly.

23. Certain rules have been laid down for guidance in filing. On the whole, would you say the rules are reasonable? Why?

[a] They are reasonable because they are logical, uniform, and provide a clear guide to what might otherwise be puzzling.

How many of the questions could you have answered correctly? And your pupils?

## Reading Factors in Clerical Training

By MARY K. TORMEY  
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Until recently very little attention has been given to reading in business education; at least, not much more than lip service. The subject of reading has been left strictly to the realms of the English class. But, can we leave our reading difficulties to the English teacher? Does the English teacher have time to teach all the

*Lack of speed may be caused by slow perception or recognition, inadequate vocabulary, and poor or slow comprehension.*

purposeful reading activities for every content subject? Is the English teacher a superman who knows all the special reading activities in all content subjects? Very little thought or discussion should be required to give a negative answer to all three questions. Yet, in the business department there are many high school pupils

who are poor readers. Assuming that business teachers do recognize that the total reading load cannot be left to the English class, what can the business teacher do about it? He hasn't been trained to teach reading!

Competency in reading is usually divided into three different categories: vocabulary, speech, and comprehension. Under these headings may be listed many specific reading skills.

In general, speed, one of the important words in business, is one of the prime reasons for clerical training in schools, as most clerical skills require quick and accurate perception, and skilled motions. An employee with a score of 100 per cent in accuracy and 0 per cent in speed has an all-over score of 50 per cent. His promotion may be dependent on that score, so he must learn to perform with speed before he goes to work. Speed in clerical work is equally as imperative as it is in stenography and typewriting.

The control of eye motions and the skill of hand and eye coordination in checking, filing, and copying is receiving much consideration in business in time and motion studies. This is fundamentally a problem of speed of reading. When filing or copying is done, the action of the eyes must precede the movement of the hands, or the resulting motion is very slow.

Lack of speed may be caused by slow perception or recognition, inadequate vocabulary, and poor or slow comprehension.

The following list of skills in reading is considered to be essential for success in business education. To be more specific—they are all essential to readiness for employment in clerical occupations.

1. Skill in recognizing new words
2. Reading to find relevant information
3. Ability to locate material quickly by alphabet index, or by any other system
4. Ability to read numbers as a whole
5. Ability to read details and understand directions
6. Ability to use the table of contents, the index, dictionary, and similar tools for locating information
7. Ability to skim
8. Ability to use tables, charts, and graphs
9. Ability to associate symbols with words for which they stand
10. Ability to read illustrations
11. Ability to classify and sort
12. Ability to proofread and locate errors

All of these skills involve speed; the first is clearly vocabulary; eight others involve comprehension.

#### **Skill in Recognizing New Words**

A pupil in a clerical training course needs two vocabularies, a basic vocabulary and a business vocabulary. The basic vocabulary would certainly vary according to

the ability of the class and the individuals in the class. Although the English class may take care of the basic vocabulary, the clerical training teacher must take care of the vocabulary used and needed in his business class.

The business vocabulary should include business terms and other words which have assumed new meanings. For example, let us study the word "check." The Webster-Merriam *Dictionary for Upper School Levels* gives ten definitions for the word used as a noun; six definitions, as a transitive verb; two, as an intransitive verb; and two, as an adjective. These are widely varied in meaning.

Of these twenty definitions, three are used in business: [1] to test, examine, verify, etc. for accuracy; [2] to correspond item for item, usually with some original or standard; and [3] in banking, a written order to a bank to pay money as directed on the order.

Very few high school pupils understand or are familiar with the first two definitions given above, but they must learn them. In business, they check amounts on invoices, statements, columns of statistics, names on mailing lists, or a hundred other tasks during the course of a day's work. Some of this checking is done by the operation of a calculator or listing machine; sometimes by proofreading; sometimes by one person comparing a copy with the original; often, by one employee reading to another.

"Wholesale," "retail," "invoice," "statement," and "bill of lading" are all new terms to the student of clerical training. The word "unreasonable" may be an enigma to a secondary-school pupil, although he may know the word "reason" and be able to use it freely.

#### **Reading to Find Relevant Information**

Although clerical training is essentially a doing subject rather than a reading subject, there is certain relevant information which the pupil must know in order to complete his jobs. Such information as mail services, shipping services, and tax deductions for pay roll must be obtained from reading textual material. The pupil must know how to isolate the main idea and the important details from the many words he is forced to read.

Clerical employees are frequently required to abstract specified information from sheets containing much other material and to reproduce the information on different sheets. This task calls for expertness in locating this information quickly and in transferring it accurately and promptly to the "recap" sheet.

Many business concerns buy or sell through catalogues, not the mail-order variety, but the usual wholesale or manufacturers' catalogue. Employees are required to abstract information from these catalogues quickly and accurately.



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**"All 'doing' work must have directions."**

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**Ability to Locate Material Quickly by Alphabet**

How often a teacher has found that a beginning filing pupil does not know the alphabet! Indexing and filing require very precise reading, usually governed by the alphabet. Quick perception is essential to create speed in filing. The same ability is used in locating and reading cross references.

Facility in filing is transferred to skill in using the telephone directory. In addition to being able to locate a name and number in the alphabetic index of the telephone directory, a pupil must be taught to handle the classified directory or section with similar ease. A city directory and professional trade directories are also listed alphabetically.

**Ability to Read Numbers as a Whole**

Valuable time is saved by being able to read numbers as a whole rather than as individual digits. A large percentage of clerical work involves the use of numbers: prices, quantities, stock numbers, invoice numbers, and amounts, to name only a few. Help-wanted advertisements for clerical workers very frequently specify "Clerk-Figurer," "Good at figures," and the like. Clerks do much recording, making up reports and filling in forms where figures are involved.

Ninety per cent of the work done on a key-driven calculator involves writing or checking amounts of not more than six digits. The operator must read the numbers calculated on the machine and also the results in the dials, preferably as one amount, not as six individual digits. Speed in the operation of a listing machine or a calculator is qualified by the skill of reading rapidly and accurately.

**Ability to Read Details and Understand Directions**

All "doing" work must have directions. When a pupil or a young employee makes an error in carrying out an assigned task, is it because he forgot how to do it or because he did not understand the directions? If he read the directions himself, the chances are that he did not understand the directions and, therefore, would naturally carry them out incorrectly. He must know what he is looking for. He must be able to enumerate the steps and arrange his ideas in 1, 2, 3 . . . order.

In the office-machines laboratory, it is quite necessary that pupils be able to read and follow out manual or job sheet instructions by themselves to progress from one lesson to another. Unless the laboratory is set up for instruction by the battery method, the teacher is running the equivalent of a three-ring circus. His time must be so widely distributed that individual pupils must be independent on some projects.

**Ability to Use Tools for Locating Information**

No teacher of any subject should hand a textbook to a pupil and assign a lesson without first surveying the

textbook. The pupil should be aware of the study helps which the textbook offers. The table of contents and index are included to help him to locate information. The preface or introduction present the author's purpose and general content of the book. Many clues are given to emphasize the main ideas and important details: chapter headings, sub-headings, boldface topic leads, italics, underscored words and phrases, different size type, and the summary.

Other sources of business information, such as the *World Almanac* and *United States Official Postal Guide* should be introduced to the clerical training class and studied, not particularly to know the statistics contained in them but to learn how to find information requested.

**Ability to Skim**

The ability to skim has incalculable value. Reading correspondence for coding and filing must be of the skimming nature in order to generate any speed. To abstract one item of information from quantities of detail, an employee must skim to find the definite material needed and then read precisely before copying to another sheet. Locating material in any other source such as those mentioned in the preceding paragraph calls for the ability to skim.

**Ability to Use Tables, Charts, and Graphs**

Discount charts, time cards, interest tables, and time-tables are some of the many charts used in business. The use of these tables requires skill in finding the correct number by tracing down a column and across a particular line until they meet.

Price lists have somewhat the same form and the user employs the same reading skill. Many, many, young people use price lists and catalogue lists for pricing orders.

Maps with their various distance scales and the different forms of graphs with their interpretations must all be studied.

**Ability to Associate Symbols with Words**

Abbreviations and symbols, such as the following, should be familiar to the clerical trainee, and he should be able to use them freely. The association of these symbols with the words for which they stand helps the learner to comprehend and interpret material.

&	and	ea.	each
@	at	f.o.b.	free on board
brl., bbl.	barrel	frt., frgt.	freight
bu.	bushel	ft.	foot, feet
bx.	box	gal.	gallon
¢, cts.	cent, cents	gro.	gross
C	hundred	lb. #	pound (after figures)
e.o.d.	collect on delivery	l.e.l.	less than carload lot
cwt.	hundredweight	#	number (before fig.)
doz.	dozen	%	per cent

(Continued on page 26)



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*"It is commonly recognized that negative personal qualities . . . cause careless work."*

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## Clerical Practice—Training Ground for Desirable Personal Traits

*There is an inseparable interrelationship between the development of skills and personal traits.*

By HELEN J. KEILY  
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Teachers are constantly being reminded, not only by the findings of studies, but by personnel directors in conferences and panels, and by prospective employers in their requests for office help, that businessmen want young people who are alert, willing to learn, cooperative, agreeable, dependable, well mannered, and faithful in attendance, who possess some initiative, and have the "right attitude toward the job."

Teachers as well as businessmen have long since considered such qualities of primary importance. Educators heartily agree with businessmen that a pupil or employee who may be highly skilled, but who is chronically absent, disagreeable, lazy, or who considers himself "too good for the job"—to mention only a few negative traits—is a far less desirable member of the class or office force than one with less skill, but who is regular in attendance, gets along with fellow workers, is industrious, and has a liking and respect for the work he is doing.

There has been much discussion of possibilities for rating and especially for developing personal traits during a student's course of training. Some schools attempt by means of especially planned courses to increase awareness and understanding of some of the personal factors considered essential to a "good personality." Others, however, have come to the conclusion that to attempt to "teach" or develop such qualities in separate courses is relatively ineffective, but that all teachers must foster good personal traits *incidentally* in every course. Should we be willing to rely upon "incidental" development of qualities known to be vital to employability?

### Interrelationship of Personal Qualities and Skills

One point which has not been sufficiently emphasized is the inseparable interrelationship of personal qualities with skills: the effects of one upon the other. It is commonly recognized that negative personal qualities, such as laziness and indifference, cause careless work; but it should also be pointed out that, conversely, an increase of skill might create an improved attitude. A pupil

who is unsure of his skill, or who has never, perhaps, completed an excellent piece of work, can hardly be expected to take pride in it, to be diligent in its accomplishment, or interested in its completion beyond the point of "requirements." We all enjoy doing that which we do well! An increase of skill, therefore, may make a better worker, not only in the matter of an increased amount of work accomplished, but in an increase in self-confidence, of pride in the achievement, and of interest in the total job.

In the area of improving both skills and personal traits, teachers of clerical practice classes have an unusual opportunity which is not available in the same way to teachers of third-year Latin, or even of shorthand theory. The very concreteness of the work to be done offers a real chance to observe and develop the vitally important intangible qualities which have so much to do with a pupil's possibilities for employability in an office. Clerical practice can be a fertile training ground for desirable traits, however, only if the teacher recognizes the possibilities, and carefully plans and works for them. The pupils, too, must be aware of the process, and must consciously participate in it. How shall this be done?

### Maintain an Office-Like Atmosphere

Properly conducted, clerical practice can provide the nearest possible approach to the reality of an office situation, including the actual work performed, office atmosphere, employer-employee relations and employee-fellow-employee relations. This will be true, however, only if the teacher visualizes himself and acts as general office manager; if he carries through the organizational set-up of an office, with "departmental" (pupil) supervisors to aid him; and if the idea is carried out realistically and consistently (as it can be) in all meetings of the class. As much freedom of movement and of communication as there would be in a well-conducted office should be allowed and encouraged. Such school practices as "raising one's hand" for attention would be inap-

propriate in the office which is the clerical practice class. Pupils would be working at all times, some alone and some in groups, if possible on real jobs which are repeated for the individual only often enough to increase his skill to an employability level. (Standards for employable skill are suggested in the 1950 AMERICAN BUSINESS EDUCATION YEARBOOK and in the office standard issues of BUSINESS EDUCATION FORUM.) Work would always be available for pupils, and each would be responsible either to the teacher or to a student supervisor in charge of his section of work. Work is self-checked and supervisor-checked; credit is given or withheld on known bases for quality and quantity of production.

#### **Remember: Every Pupil Can Succeed**

Although educators would agree that every high school pupil cannot succeed in fourth-year Latin—or in first-year shorthand—every pupil can succeed (though not to the same degree) in some phases of clerical practice. Teachers may despair at such a statement, saying that this philosophy might lead to the principal's relegating to clerical practice students who cannot get along in any other class in the school. The fact of the matter, however, is that in the vast field of general clerical work (fifth largest of major occupations in the United States, including one out of five of all males and females employed in the commercial field, and a larger number than all bookkeepers and secretarial workers combined), there are jobs which can be accomplished and accomplished well by pupils of otherwise "low ability." Many a teacher of clerical practice has had the experience of seeing a "low ability" pupil perform simple clerical operations not only well, but almost artistically and find great satisfaction—even happiness—in the undertaking. It must be remembered that there are a great many routine jobs in offices which do *not* lead to higher positions, and in which personnel directors, interested in keeping employee turnover down, do not wish to employ persons of such intelligence and temperament that they will become dissatisfied with the job very quickly. If some nonacademic-type pupils can be trained to perform certain simple repetitive jobs, such as sorting, listing, entering, checking, or other routines neatly, accurately, quickly, persistently, and with pride and enjoyment," and if at the same time they develop other desirable personal qualities, the teacher will have performed a service for the individual, and for business. Such pupils, as "unemployables," may become problems to themselves and to society; if we can train them as competent and happy workers, we shall have made our small contribution to the reality of democracy, which respects the dignity and worth of *each* human being.

In connection with the clerical practice class, personal rating records (simple, rather than elaborate)

should be kept. These should be known and understood by the pupils, particular attention being given to their direct connection with certain occurrences and accomplishments. Incidents which show leadership, as in the able supervising of a group; cooperativeness, such as willingness or special desire to finish a job—even though it might require after-school time if the pupil is able to give it—should be noted, and dated, and such notations should be made with the knowledge of the pupil. Improvement in personal appearance, or in such poor work habits as failure to get started quickly, too much "gossip" with fellow-workers, or chronic disregard of directions, should also be noted. Attention of the pupil should be called to the deficiency, and encouragement given when notations of improvement are made. If such incidents are recorded by date, with a constant emphasis upon efforts toward betterment, an excellent picture of an improving personality trend would be available for rating records such as those called for in the National Business Entrance Tests, or for job placement. Thus the teacher could avoid, often unrealistic "snap judgments" made at the time—usually toward the end of the year—when they are requested at short notice.

#### **Provide for Team Work**

Pupils should work at times alone and independently as they sometimes will in an office, with necessity for following written and oral directions, and credit given for ability and improvement in such self-operation. However, *there should also be provided many opportunities for group undertakings and team work* and for rendering assistance to "fellow-employees" just as they would take place in an office. It is frequently pointed out that we fail to use the energies of our pupils in constructive ways. Here is the special opportunity for the teacher to prove himself as an office manager, the art of which, as described by Ordway Tead, is

the continuing effort to bring the deep satisfaction of associated, cooperative experience to a group of persons bound together by ties of a responsibility having to be jointly assumed.<sup>1</sup>

A personnel director of a large company at a recent meeting of business educators<sup>2</sup> expressed the wish that instructors would teach team work and stimulate classes to depend upon each other as well as upon the teacher. As John Dewey has pointed out, our democratic way of life calls for "a mode of associated living" for which, unfortunately, many school classes fail to educate. As Elton Mayo, in his famous experimental studies of work and workers has said:

<sup>1</sup> Ordway Tead, in "Advanced Management" quoted in Clinton S. Golden and Harold J. Rutenberg, *The Dynamics of Industrial Democracy* New York, Harper and Brothers, 1942, p. 290.

<sup>2</sup> Helen Kroesch, Supervisor of Employment, The John Hancock Life Insurance Company, Boston, at Convention of New England High School Commercial Teachers Association, November 18, 1950.

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"... we fail to use the energies of our pupils in constructive ways."

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We have failed to train students in the study of social situations; we have thought that first-class technical training was sufficient in a modern and mechanical age. As a consequence, we are technically competent as no other age in history has been; and we combine this with utter social incompetence.

This defect of education and administration has of recent years become a menace to the whole future of civilization.<sup>3</sup>

#### Pupils Enjoy Competition

Competition should sometimes be held in production jobs—in the turning out of thousands of forms or envelopes, for instance. Timings should be made and noted, and there should be competition for individual speed records, and for the group, or team, record. All work should be double-checked—first by the individual producer, and then by the "supervisor" of the competing team. Records should be known to the individuals and to the group. Competition does not always have to be with another team or individual, but may sometimes be with an earlier record produced by the individual or group on the same type of job. Pupils enjoy "beating the record" and recognition for such performance should be given.

Both efficient and inefficient methods can be demonstrated, and the efficient method practiced in this class as in no other. Alternative ways of doing a "mass production" job might be tried and evaluated by the

boys and girls; they will, if encouraged, suggest some surprisingly ingenious ways of improving procedures.

To summarize, *in the clerical practice class, vague generalities concerning desirable attitudes and traits become realities.* Terms such as "initiative," "cooperation," and "right attitude toward work"—meaningless, or obnoxious because of the excessive amount of unrealistic "preaching" which a student seems to hear about them—suddenly are important parts of student life. "Initiative" becomes a specific suggestion (made, perhaps, by heretofore withdrawn or indifferent pupil) of a better way to seal and stamp the 5,000 outgoing envelopes, enabling his team to get the job done in a new record time. "Cooperation" becomes another pupil's willingness to help the competing group when their project bogs down because of damage to a stencil. "Correct attitude toward work" becomes an idea of a group of pupils to remain to finish a job, even when it involves giving up, willingly, a few precious minutes of a lunch hour or other personal time. All of these incidents will be noted by the teacher in consultation with the pupil, and certain aspects of them, on appropriate occasions, may be made known to the entire group. Thus, the clerical practice class, while developing a variety of new and useful office skills, may at the same time improve, under nearly actual office conditions, desirable personal traits. Together, these will enable the trainee to become the kind of worker who, at the time of hiring and afterwards, will be regarded by the personnel director as "employable"—a welcome addition to his office force.

<sup>3</sup> Elton Mayo, *The Social Problems of an Industrial Civilization* Boston, Harvard University Graduate School of Business Administration, Division of Research, 1945, pp. 120-121.

## Work-Experience—Or Just Plain Work?

*There is a difference between work experience and just plain work.*

By REGIS A. HORACE  
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EDITOR'S NOTE: *Business education teachers are nearly unanimous in agreeing that some work-experience prior to initial employment is beneficial to pupils. Administrators, too, are convinced that they should cooperate in making work opportunities available. The difficulty is that work experience may become just plain work.*

Ideally, the best situation for providing work-experience is one in which students actually work in business offices on some rotation plan. This type of activity enables the trainees to perform actual office duties under

the supervision of both a member of the office staff and a coordinator from the school. The pupils discover weaknesses in their training while there is still time to correct them in classes. They are also given help with problems concerning personality adjustment so that difficulties encountered in this training period may be eliminated before they are employed in their first jobs.

What can be done if it is not possible to place seniors in actual office situations? What other opportunities can business teachers provide to give students the



benefit of work experience? First of all, the school office comes to mind. Working here *can* be of value provided pupils are given various types of work including the handling of correspondence, answering the telephone, acting as receptionist, and the like. In many schools, especially the small ones, "working in the office" simply means preparing the attendance reports. It is common practice to excuse a pupil from office practice classes for several weeks at a time to act in this capacity. If the only experience the pupil gets is typewriting routine lists of absences, it does not speak too well for the learning that takes place in the office practice classes for which it is substituted.

The school offers other opportunities for pupils to develop responsibility, to work well with other people, and to apply skills in actual rather than artificial situations. Some teachers may have need for stenographic or clerical help. However, the type of work to be performed by the pupil should be investigated by the supervising teacher before assignment is made. Standards of workmanship should be discussed and a definite understanding reached in regard to the time that is to be required of the pupil. Too often this practice degenerates to the point where teachers use their so-called stenographic or clerical help to check and record papers.

Pupils may get helpful experience by accepting responsibility for such things as handling ticket sales for school plays and athletic events, preparing and proof-reading copy for school programs, and assisting with the work involved in handling school accounts. However, a teacher should always supervise and share the responsibility with the student.

#### **Is Duplicating Work-Experience?**

In many of our smaller schools the office practice class, whether it is called clerical or secretarial, is merely a class in duplicating. Because there is no paid office help, all the duplicated material that is needed for the entire school is prepared by this class. In fact, the headmasters and teachers often feel that they are doing the office practice teachers a real favor by supplying the materials to be run off.

#### **What About the School Newspaper and Community Service**

Many of the smaller schools issue school newspapers in mimeographed form. The preparation of the paper is assigned to the office practice class. This project operates on an almost continuous basis. No sooner is one issue released than work is begun on the next one. How much of this work are we justified in asking pupils to do as class work? Certain aspects of preparing the newspaper have educational value. Typewriting copy from handwritten material is valuable experience because it gives the pupil experience in reading various styles of handwriting and in editing.

In communities where there is no commercial duplicating service, businessmen and club officers expect the business education department of the high school to provide such service. Since these people are taxpayers, they quite often feel that this is their just due. What will the school's attitude be? It depends on the type of work presented. Sometimes these out-of-school organizations provide valuable practice in work that the school would find it impossible to supply. For example, cutting stencils for double post cards and typewriting addresses on them are activities that the school may have no occasion to use.

#### **How Can the Situation be Remedied?**

The first thing that must be done in alleviating this situation is to educate administrators in regard to the place of duplicating in the curriculum. Most of them would be understanding if they knew what the pupils should be learning instead of turning the crank of a machine hour after hour. Next, it would be well for the teacher to make a survey of the offices in the community to find out to what extent duplicating machines are used. In many of the small towns and cities there are no machines at all, and yet in these same towns the emphasis in the office practice classes is on this activity. A recent survey made in one of the larger cities in New Hampshire indicated that the amount of time spent in school on duplicating was far out of proportion to the amount of time graduates were spending on this type of work on their jobs.

Probably the best way to eliminate the excessive amount of duplicating being done for teachers is for the school to provide a liquid duplicator in the teachers' room. The business education teacher can then instruct his co-workers in the preparation of master copies on the typewriter or by hand and in the use of the machine. This is already being done successfully in some schools.

As far as the preparation of a school newspaper is concerned, this can be made an extra-curricular activity in which pupils participate voluntarily. They should be members of the newspaper staff and make their contributions to the school in free periods or after school. Pupils on the staff who are not enrolled in the business education curriculum can run off copies as well as those who are. Let them help.

There is at present too much exploitation of pupils in office practice classes in our smaller high schools so far as duplication of materials is concerned. The content of this class should be rich in educational experiences that will help boys and girls to get and hold responsible office jobs. Let us examine our own courses and be sure that the activities we provide under the guise of work experience are really that and not just plain work.



## Are We Teaching Principles?

By SALLY BERRY MAYBURY  
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Burlington, Vermont

Some business educators may take issue with course titles, insisting that they are not descriptions of the objectives and of the content. The course, secretarial principles and practices, at least announces directly what it should truly do. If it remains true to its title, this course will be established to conform to the following concepts: [1] It will be placed last in the curriculum, and will be allotted ample time; [2] It will be the coordinating course of all related professional training; [3] It will present and teach secretarial principles; [4] It will provide for application of these principles through practices in office work activity, approximating as closely as possible those experiences which the students will meet on their early jobs.

### Placement

In business education, we are well enough versed in the science of psychology to place skill training nearest its time of actual use. Secretarial principles and practices are deserving of the strictest application of this guiding principle in its placement in the offerings of secretarial specialization. It is the writer's opinion that the course should be a two-semester, senior year offering; that the first semester be devoted to secretarial principles and that the second semester be given over to secretarial practices. The first semester presentation of principles should be a three-hour, lecture-discussion course. The laboratory practice second semester should have all the time possible.

### The Coordinating Course

Let us consider, then, that this is the coordinating professional course, placed in the senior year, for those who are preparing for secretarial positions in the business. Research indicates that the majority of these persons go to secretarial positions. If it is to achieve its objective of coordinating—putting together and adapting all that has gone before into a harmonizing whole—this course will pay some attention to skills, to personality and job behavior patterns, and to job knowledges and terminologies that may be considered basic to all business. It will overlay this whole intricate web of job activity with under-

*Business problems dealing with everyday courtesies must be approached realistically in the classroom.*

standing and mastery of guiding principles in themselves, with the objective that the student direct his behavior as he resolves his duties, tasks, and responsibilities in the laboratory practices which will follow. The latter may then become more truly a work experience.

In the teacher's approach to this course of instruction, it would be easy for an oversimplification to creep in that would stamp it a "review." This should not be permitted. Neither should the course become essentially another of skill development, although this effect will be incidental. Ideally, it will be a weaving together of all the isolated learnings that have preceded it and that bear directly on the making of a desirable office employee and social entity. This may sound like a rather large order—that is, if teachers of this course are bent on realizing its objective literally. But, with good planning, with energy, imagination and ideas, it may become a completely engrossing and most rewarding experience.

### Principles and Practices

Now, let us consider concept three, the presentation of secretarial principles, and concept four, the application of these principles in a laboratory practice situation. One might take issue with the plan of presenting principles in a segregated unit of teaching, seemingly divorced from practices. It may seem contrary to streamlining tendencies of the modern day. It may seem to lack economy. This need not be the situation, however, and this will not be the situation if the work in the semester of principles is properly planned and properly presented. It will actually bring those skills and knowledges previously or simultaneously learned in other professional courses into focus, and right to the doorstep of actual "doing." This parallels the organization in other curriculums of teaching principles as a base for application. For example, advanced economics courses, applying these principles, are based on the principles of economics offering. Similarly, advanced psychology courses applying these principles, are based on what has been established in the beginning psychology course. Is this not the golden opportunity for reteaching and solidifying

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*"Until now, there has been no time to stop and mop up."*

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all utility skills which have gone before, allocating them to their rightful places, not as ends in themselves, but as means to an end? It is the spot we have been looking for, for that timely device, the pretest. The organization material for the first week may, with profit, be given over to the pretesting of all skills and knowledges basic to the profession of secretaryship. Immediately the principles course presents a made-to-order opportunity to really do something about the results. It may be true that at this point we must of necessity build our own pretest. But there should be special strength in that, because no one knows better than each individual teacher all phases of the particular situation with which he is faced.

The principles course launches itself with other advantages. Student enthusiasm in the secretarial curriculum is at a peak in the senior year. This is especially true if a summer of office work experience has intervened. Business teachers have a responsibility for imbuing the students with an idea of obtaining actual work experience at every opportunity. Furthermore, by this time in the school experience, shortcomings in basic skills have become annoying and frustrating to the students, and they are readier than ever before to "buckle down" and master some of the knowledges and skills which they have heretofore skirted. They have now learned of their inadequacies the hard way. Through such channels as job clinics and visiting lectures they are hearing directly from businessmen as to what they require of their employees. Also, the job is coming closer and closer.

Principles of good office employeeship have been pointed up in professional courses along the way. Skills have been learned each in its own particular setting. But, until now, there has been no time to stop and mop up. Secretarial principles provides this opportunity when presenting these skills and knowledges as they occur in the complete chain of links. An all-out effort may now be made to disclose weaknesses and strengths in these earlier learned skills—weaknesses and strengths which only become apparent when the student is required to move quickly from one skill to another as this becomes necessary when confronted with an entire business sequence. At the same time, traits and attitudes which exactly apply may be highlighted meaningfully. Accuracy, judgment, dependability, and all the others are no longer a list of words. Highlighting traits, attitudes, and job knowledges in a course makes it a forced and less natural instruction. In a strictly typewriting class it is not an easy or natural thing for the student to concentrate on developing attitudes, although, we must, of course, take every opportunity to teach them. But the basic aim in this skill-building course is bound to be that of completing a certain amount of assigned production, with student attention concentrated on accuracy or on speed, whichever happens to be the emphasis that day.

I should like to enlarge on this a little. Within any one chain of office activities, certain qualities may appear naturally and yet be absent when each link is separately presented and performed. One link by itself may require arithmetic skill and another grammar skill, isolating one from the other in the learning process and ignoring the quality of flexibility. Within one chain of links, however, this quality of flexibility might appear with the need for a combination of spelling, grammar, and arithmetic skills. There may also appear the need for behavior reaction combining several traits—that of judgment, that of quick decision, that of initiative. There may be whole procedures to be automatized calling for a variety of skills and attitudes; for example, the most economical method of handling incoming mail; organizing work around the typewriter for most efficient execution of invoicing a day's shipment; paying the monthly bills; reporting the office supplies inventory, and the like. In the atmosphere of the principles class, with a complete chain of events under view, definite application of combined skills, knowledges, attitudes and procedures may be discovered by the students and made the focal point of a discussion. These qualities will not be introduced incidental to getting a production job finished on the typewriter, within the bounds of a fifty-minute period. Perspective will be given to them—they will be viewed in the whole setting.

Student attention may be directed to and held on knowledges and skill abilities until understanding and mastery really takes place. No longer should it be a "touch and go" affair. Understanding may be driven home, whereas heretofore, of necessity, it has been given only incidental attention, characterized by teacher instruction at the beginning of a class hour. If, for example, in presenting for discussion and overview, the sequence of secretarial activities involved in receiving checks and handling them, up to and including the deposit, it is discovered that the product of 12 times 12 is a mastery to some students, or that adding quickly and accurately a series of four digit numbers overwhelms them, time may be taken out for the necessary arithmetic review and drill. This review and drill is not defensible in the course unless it is so well administered that it leaves the student with complete confidence in his ability when he is again confronted with this same skill. The two examples of inadequacy just mentioned do not infrequently occur, in actual practice.

Likewise, time may be taken for a stiff drill on spelling rules and for remedial work in grammar fundamentals and punctuation, if this need is revealed in the group solution of a chain of events involving the composition of letters, abstracting articles, or expressing oneself in memoranda for the employer's attention. This is true integration.

Skill courses in accounting, typewriting, office machines, or others, which are being offered simultaneously, should be planned to serve the principles course. They may be adapted, with advantage, to repetitive experience in the problems in the secretarial principles class. The typewriting class, for example, should provide for a finishing process on such activities as organizing work and typewriting with multiple copy, typewriting from corrected copy, typewriting printed forms, making satisfactory corrections on typewritten material, and all the other typewriting activities which resolve into a marketable skill on the secretarial level.

With further reference to the work of this first semester, preparatory to putting the students "on their own" when the second semester arrives, with its laboratory practice, the highlighting of requisite attitudes, procedures and work habits take their logical places in the discussion of a specific chain of activities. In addition to paying attention to the mastery of the skills involved, an all-out effort may be planned, so that the students in their own study, thinking, and discussion, will uncover traits and attitudes specifically applying.

This thesis is best developed by a concrete example. Consider that a girl is employed as secretary to the manager of a small manufacturing concern. Conceivably she would have supervisory responsibility over several aspects of the business. One chain of events with which she might daily be concerned would start with the receipt of orders in the morning mail and finish when the factory specifications have been typewritten and routed for manufacture. With this approach it need no longer be a series of independent "job production" assignments such as are necessary in the typewriting class. It is no longer a question of being concerned with isolated activities, such as typewriting on printed forms one day, ruling typewritten material another day, addressing envelopes on still another day. It now becomes an integrated series of activities, all interrelated, and all playing a necessary part toward accomplishing the business problem of getting a customer's order into production. A consideration of this one chain would have involved group attention on a whole series of related tasks: sorting, opening, and distributing mail; checking through and acknowledging sales orders; checking on customer credit; typewriting factory specifications; working out or at least understanding shipping routes. The fusing of these experiences in this one sequential chain would have involved working out a desirable routine procedure for handling incoming mail. It would have involved planning the supplies necessary and the most efficient procedure for typewriting on printed factory orders in multiple copy. It may have involved calculations. It will have involved planning the separate parts to this whole sequence, and it should have uncovered the value of

streamlining the various office functions into a good organizational pattern. It will have pointed up the need for certain behavior traits—accuracy, judgment, responsibility, seeing the whole job through, working with others. In this one sequence, then, the principles course could provide not only a view of the whole story, from sales order to plant, but an understanding of, and articulation on, the skills, knowledges, and attitudes which are inherent in the planning and execution of it. Meaningful discussion of production standards will have entered. Supplies and equipment necessary will have been considered, and perhaps prices, sources, care, and maintenance. Credit policies and terms of payment, discounts, bills of lading, f.o.b. points, freight allowances, rates, routing, and all the terminologies and job knowledges associated with these business activities may be given, in their true habitat, the attention they deserve if they are to be an inseparable part of our students' job "know how."

Another sequence of activities that might be considered with practical value, originates when the shipping ticket is sent to the office to inform the billing clerk of a completed order. Student investigation, in local industry if possible, will bring to the classroom the tracing of another chain of activity. This will include such procedures as preparing shipping information for invoicing; organizing and expediting the work of typewriting the invoices; routine checking of extensions and accuracy of information; and getting the invoices into the mail. Some of the skills and knowledges developed in earlier discussions will recur, adapting the important principle of repetition in learning. And, skills and knowledges will appear which have not been exposed earlier in this course.

These things can no longer be adequately taught incidental to a typewriting or transcription experience if we are to make the transition to the business office a smooth and economical one. They need talking over during this apprenticeship period in school. Personality, grooming, voice, and speech may be looked into as their importance is brought out in the discussions. Only by guiding student thought and action through numerous chains of events, such as the two mentioned, may we approximate the objective established by our course title.

Teachers of secretarial principles and practices cannot afford to overlook the value which experience in a business office will hold for us. If we are "afraid" of business experiences then we should examine our own objectives.

There are not many areas of course work within the framework of formal education that may be so dynamic, so removed from tradition, as is this area. Those of us who are teaching this course have an open field. Ours is



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*"Ideas are bred—they do not just happen."*

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a market for motivated teaching. It is a playground for ideas. But ideas are bred—they do not just happen. In our field of educating for business, sources for idea material are often ours for the reaching. Certainly, they are ours for the asking. No one can claim a dearth of material. Professional magazines of business are brimful with ammunition, and we can turn advertising to our advantage many times. The larger manufacturers of business equipment have organized educational departments. While they are primarily for the purpose of serving business, they welcome an opportunity to help the school. They are an excellent source of dependable information on current production standards. They can

tell us about prices, about the life of the machine, and about maintenance so that we may go to our students with up-to-the-minute information. They are always ready to demonstrate the machine and in some instances new models are available to schools under a lease arrangement.

The success or failure of a course in secretarial principles and practices is the responsibility of the teacher. She must know what is happening in business offices today. She must know what her people will be required to do on the jobs to which they go. Principles are rules to go by. If we do not know the rules as they exist, we cannot teach them to others.

## Dramatize Good Telephone Techniques

*Demonstration, observation, and group participation replace teacher domination and pupil boredom in the classroom.*

By ENRICO V. SASSO  
Haverhill High School  
Haverhill, Massachusetts

"What a boring class."  
"I'm tired of listening to him talk all day."  
"I wish we'd do something different once in a while."

Corridor gripes you'd say—but with just cause in many cases. Any day-by-day pattern of teacher-imposed ideas and projects not only results in boredom, but, more seriously, fails to enrich the learning experiences of the pupils.

Business problems dealing with ethics and the everyday courtesies must be approached realistically in the classroom. Such realism cannot be attained by one individual monopolizing the "center of the stage" for forty-five minutes each day.

As many of the every-day problems of business are solved through the combined efforts and thinking of two or more people. Group participation can very well be used advantageously in the classroom to solve the need for pupil improvement in handling one of the commonest tools in the business office—the telephone. And one of the best teaching devices for developing, with realism, cooperation, proper attitudes and understandings, ethics, and courtesy in the use of the telephone is the recording machine.

### Record Characteristic Voices

Very little writing ability is required to prepare several one- and two-minute scripts of the many dif-

ferent types of voices—the mumblers; the high-pitched, shrieking individual; the weak-voiced, shy, retiring person; the monotonous, sing-song character; and the shouting "tobacco auctioneer."

The equipment necessary for recording these skits includes: [1] a recording machine, [2] two telephones, which may be borrowed from the telephone company, [3] an alarm clock to effect the ringing of the telephone, [4] two chairs, [5] a table with a screen placed up-right in the center, and [6] two or three fellow-teachers or friends to dramatize the different types of voices for recording. With some rehearsing, the different voices and the common errors made in handling of telephone calls can be made to sound extemporaneous and natural.

Voice development, with such recordings, becomes a realistic challenge for the pupils for they have before them real-life situations from which to formulate their own conclusions.

### First Day

On the first day in which the problem of voice development is treated, the teacher takes the first few minutes of the class period to preview the unit of work with the class. Such a preview is followed by a recording, which we shall assume creates the following situation:



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*"The classroom becomes one of constructive group activity when telephone technique is dramatized."*

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1. The telephone rings.
2. Miss Harrison, in a monotonous tone, properly identifies herself and place of business.
3. The caller, Mr. Black, complains in a loud boisterous voice of his failure to receive a month-old order.
4. Miss Harrison, still in a monotonous manner, apologizes and offers to look into the matter if Mr. Black will hold the line.
5. Mr. Black, in a loud somewhat irritated voice, offers to hold the line.
6. Slight pause indicating search by Miss Harrison for order.
7. Miss Harrison, still in a monotonous manner, explains that the search will entail quite some time and offers to call back.
8. Mr. Black abruptly accepts offer and slams the telephone down.

After the first play-back, two pupils are asked to go to the board, one to list the "Good Points," the other to list the "Bad Points." Pupils seated at their desks are encouraged to express their opinions of the good and bad points of the conversation just heard. Good points may include choice of words by Miss Harrison; Miss Harrison's offer to help; Miss Harrison's keeping Mr. Black posted on progress made in search for missing order; proper identification when answering phone, and so forth. The bad points may include the monotonous tone of Miss Harrison; Mr. Black's loud, boisterous, irritated voice; the abrupt ending of the conversation by Mr. Black; the slamming of the telephone in Miss Harrison's ear; and Mr. Black's "taking it out" on Miss Harrison who probably has nothing to do with filling his order.

Several such telephone conversations are treated in a similar manner, each illustrating both good and bad techniques. At conclusion of the play-backs, the general comments placed on the blackboard by the pupils are summarized and general principles drawn. Homework may include studying with the aid of a teacher-prepared study guide such as "Voice Development," or some such similar pamphlet published by the telephone company. The booklet generally includes suggestions for enunciating numbers, spelling names, and the like.

#### Second Day

The second day is devoted to group discussion through recordings of correct techniques in handling long-distance calls, wrong numbers, transfer of calls from one department to another, handling angry customers, reporting emergencies, sending telegrams, plac-

ing orders, handling statistical materials, and other such problems.

#### Third Day

The third day is devoted to familiarizing each pupil with his own voice. This may be accomplished in the following manner; [a] The teacher hands each pupil prepared statements (in duplicated form) commonly used in telephone conversations; such as, "I'm sorry, Mr. Smith is not in. May I take a message?" "Mr. Brown has left our company and Mr. Evans is now handling that work. I'll connect you with Mr. Evans." [b] Pupils read these statements quietly to themselves as they imagine they should be spoken. [c] Each of several students is asked to record five or six of these statements. [d] The recordings are played back for general comments. (The teacher must develop among the students a spirit of give-and-take at this point for some pupils may be reluctant to offer criticism of others.) [e] A second group of pupils, profiting from the comments on the recordings of the first group, is asked to record several more of the statements, from which general conclusions are drawn.

Homework at this point may consist of committees of two or three pupils writing their own skits or rehearsing teacher-prepared skits for presentation before the class the next day.

#### Fourth Day

On the following day, pupils are encouraged to dramatize the skits, using the divided table and telephones. The "dramas" may be recorded (unknown to the pupils) and played back for comment toward the end of the period.

Handling the problem of voice development through the recording machine holds much value for both the pupils and the teacher. The teacher is provided with necessary data to work with individual differences. Since each student becomes aware of his particular weaknesses and strong points, a self-improvement program can be planned. Pupils are likely to become conscious of their telephone behavior in their homes and, in some cases, on their part-time jobs. Individual confidence and cooperation are built up through group participation. The classroom becomes one of constructive group activity. Demonstration, observation, and group participation replace teacher domination and pupil boredom. Realism is brought into the classroom. Proper attitudes and understandings are encouraged and developed with little or no conscious effort on the part of either the teacher or the pupils.

The classroom, no longer a "den of boredom," becomes a business office where real life problems are challenged and met realistically.

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ability and job potentiality**

## **PERSONAL and CLERICAL EFFICIENCY BASIC COURSE and ADVANCED COURSE**

by Emma K. Felter, Walton High School, New York City

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### **Tormey**

(Continued from page 16)

Office-machine textbooks or manuals include illustrations of persons operating office machines. The operator is expected to profit from seeing that illustration. For example, in a calculator manual there may be an illustration showing the position of the machine, or it may show the position of the hands in cross-hand multiplication or with reverse fingering in multiplication. If a pupil cannot interpret the purpose of the illustration and learn from it, it must be clear that he cannot read it.

Classifying and sorting absorb a large percentage of the time of clerical workers. This kind of work requires the ability to see and read rapidly either by alphabet or number. It also requires the ability to use the hands dexterously. The eye movement or reading must precede the hand movement.

Last, but far from the least in importance, office clerks constantly check. Accounting clerks reconcile bank statements. Pay roll clerks check hours, pieces, overtime, deductions, and so on. Any business could list dozens of different routine jobs in which clerks check in order to locate errors. Precise reading with quick perception is the ability which must be acquired to be proficient in this work.

### **What Can the Business Teacher Do?**

It is evident that before speed and comprehension can be improved, vocabulary must be increased. Best results are obtained from learning meanings of words from context. The teacher may make up a list of words from the textbook—a list including words the teacher suspects are unknown to the pupils. Another way is to have the pupils read a paragraph or a section and make a list of unknown words. In either method, the words are studied from the context, discussed, and later tested. Prefixes, suffixes, and familiar roots should be analyzed. Such words may be related to those known already. A dictionary should be the last reference because of the numerous meanings listed for each word.

For comprehension, a pupil will find the information for which he is searching much more easily if he knows beforehand what he is looking for. A preliminary list of questions may be given to the pupils to answer after some research. Here again—he can compare his findings with something he has known before.

For speed, wonders can be accomplished with a stop watch. Timed exercises can be used to stimulate quick perception. And, competition can be the life of a class as well as that of business.

*The contributors to this month's FORUM have given us some very concrete and tangible ideas of what is being done to make clerical practice "tick." They have outlined for us the ways and means of making clerical practice more functional. They have stressed the development of initiative, individual interest, and personality traits; how to organize materials and the economical use of classroom supplies. They are making clerical practice attractive to their students. These teachers have a positive attitude and not a defeatist attitude toward clerical practice.—Mary E. Connelly*

United Service is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five-hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

# UNITED SERVICES

—SHORTHAND

THELMA POTTER BOYNTON, Editor  
ANN BREWINGTON, Associate Editor

## A DICTATION AND TRANSCRIPTION PLAN TO MEET INDIVIDUAL DIFFERENCES

*Contributed by Kenneth Zimmer, American International  
College, Springfield, Massachusetts*

EDITOR'S NOTE: *The contributor of this article wishes to hear from FORUM readers who have questions concerning the method described in his article.*

One of the major problems of a teacher of advanced shorthand is to find a means of providing shorthand dictation at speeds which will meet the needs of all the students in the class. Because all students cannot be expected to attain the same level of skill development in any area, dictation speed being no exception, the teacher should be aware of this situation and plan to cope with it. This problem, fortunately, is one that can be readily eliminated by some careful organization from the very beginning of the course. A plan which worked successfully with the students at Franklin Delano Roosevelt High School in Hyde Park, New York, will be presented in the hope that other teachers will find it worth trying in their classes.

### How Dictation Is Given

The first step to be taken by the teacher is to determine the "comfortable" writing speed of each student. This can best be done by giving five-minute takes on unfamiliar material, having the student transcribe the highest speed material that can be successfully transcribed. For example, the teacher may dictate one letter at 50 words a minute, one letter at 60 words a minute, and one letter at 70 words a minute. The students should attempt taking all of the dictation. They should be allowed a few minutes to read over the notes before attempting to transcribe. If the student is able, he should transcribe the letter dictated at 70 words a minute. Otherwise, he should transcribe either the 60-word or 50-word-a-minute material. If

necessary, dictate material at rates lower than 50 words a minute or higher than 70 words a minute. After examining the transcribed letters, the teacher should be able to set up three dictation categories: low-speed dictation, medium-speed dictation, and high-speed dictation. Each student in the class should be able to take the dictation at one of these speed levels. It is not necessary that students be seated according to any special grouping, for not always will they remain consistent in their ability. One student may be able to transcribe the medium-speed material today, although yesterday she was only able to transcribe the low-speed dictation. Another student, who may ordinarily transcribe the high-speed material, may only be able to take the medium-speed material today. The teacher should be cautioned not to place any stigma on the student but to allow the student to progress at his own rate.

In determining the three speed levels for the class, the teacher may find that dictation should be given at 60 words a minute, 70 words a minute, and 80 words a minute. The class period should start with practice material dictated at fairly high rates of speed, perhaps starting at 70 words a minute and building up to a speed of at least 90 words a minute. All of the students in the class should be able to take most of the dictation on this practice material at 90 words a minute. The practice material might very well be a previous homework assignment or carefully previewed material. After this "warm-up" dictation, the teacher should dictate one or two letters at 80 words a minute, a different set of letters at 70 words a minute, and still another set of letters at 60 words a minute. The number of letters dictated at each level would have to be determined by the length of the class period. All the students should attempt taking the material dictated at 80 words a minute. To prevent the slower students from becoming discouraged, we tell them

*(Continued on page 39)*



# UNITED SERVICES

## TYPEWRITING

JOHN L. ROWE, Editor

DOROTHY TRAVIS, Associate Editor

### HINTS ON BECOMING A SPEED TYPIST

*Contributed by H. O. Blaisdell, School Service Department,  
International Business Machine Corporation, New  
York City*

Are there days when your typewriter "fights" you—days when no matter how hard you try to rush out perfect work, you find the same old mistakes repeating themselves again and again? Have you all but given up to the disheartening belief that anyone who can type accurately at high speed is a genius? If so, it is time to change your mental attitude and seek scientific ways and means to speed your typing and, at the same time, achieve accuracy.

Most likely you are typing the hard way—spelling the words as your fingers strike the keys. This is what most typists do, if they have not tried to improve their speed and become proficient in typing words instead of individual letters.

And the way to this easier and better typing?  
Easy—if you heed the signposts.

Margaret Hamma Dillmore, who achieved the all-time, one-hour typing record of 149 words a minute says, "Any world typing champion will tell you that speed and accuracy can be acquired without special gifts. It is not too difficult, I found out, to become a fast typist."

The first important step to faster and better typing is to form good typing habits so that your typing becomes an automatic operation, not a disjointed task. A few minutes devoted each day to mastering the essentials of typing technique will transform you and your typewriter into an efficient, hard-to-beat team.

From the start you can gain typing efficiency simply by correcting your typing posture. All of us know the importance of good posture to personal health—the same principle holds true in typing. To attain correct typing posture you need to follow three simple rules:

1. Do not sit too close or too far from your machine. Sit in a position that will cause your upper arms to slope slightly forward.
2. Your chair should be at a height that will put your forearms on the same slope as the keyboard.
3. Sit erect in your chair, directly in front of your typewriter. Let the back rest support you. Keep your feet flat on the floor.

By following these rules you can type comfortably and easily all day without tiring, and, at the same time, you can do your work more efficiently.

When your posture at the machine is correct and you

raise your hands to typing position, you must center them by placing your fingers on the guide keys. *It is unnecessary, however, while typing, to hold your fingers on these guide keys, as you did when you learned to type.* Remember: simply touch the guide keys momentarily to get your position before beginning to type. While typing, raise all your fingers slightly above the keys. This will give you the free-and-easy finger motion necessary for fast, accurate work.

In addition to body posture and position of the hands, other fundamentals of good typing technique must be mastered before you can turn your typing into fun—really enjoy it! You still have to learn the secret of relaxation. You must develop fast finger strokes, acquire a resilient touch and improve your timing and rhythm. The important thing for you, the typist, to remember is that none of these tasks are difficult. Every day more typists are becoming better typists because they are following these signposts.

Everyone who uses a typewriter, whether champion or average office typist, must learn how to relax: to remove all tension from shoulders, arms, hands and fingers. To achieve this relaxation, Miss Hamma, after seating herself at her machine, always drops her hands to her sides and lets them hang for a few moments. When you do this, you will see how quickly your arms relax. Your fingers curve naturally and gracefully; they do not curl. With your fingers in this naturally curved position, return your hands to the keyboard. Now you have the proper finger pose that will help you make fast finger strokes, use the correct touch and eliminate waste motion.

To help you develop faster finger reaches and strokes, the following simple drill has been devised which you should run through three times each morning before starting your work:

a;slckfjghfjdksla; qpwoeirutyruieiwoqp  
z/x.e,vmbnvme,x.z/

To derive the maximum value from this exercise, the motion for making the finger reaches must originate in your knuckles. Confine the principal movement to your fingers, because you can move them quicker and easier than your hands or arms. Your typing action then becomes direct finger reaches for the keys with no lost motion.

Acquiring a resilient touch is the result of regular practice. Let each finger tap each key squarely in the center. Try it! Use a quick touch and relax your finger pressure as soon as you feel contact with the key. This makes your fingers react quickly and always in a position ready to type the next word. In fast typing, it is

just as important to release keys quickly as it is to strike them fast.

The best way to learn this touch is to practice familiar phrases. Type them over and over until you get the knack of making fast strokes and releasing the keys quickly. Type each phrase slowly at first, and, as your touch develops, gradually increase your speed. Try this method, using such phrases as the following, and see if it does not help:

did the            their turn            they find  
but they did            during the time

To overcome hesitations in locating letters on the keyboard, type a few lines of this alphabetic sentence each day:

A quick movement of six pilots would jeopardize the enemy squadron.

When you type this sentence, regulate your speed and rhythm according to how rapidly and accurately you can locate the letters and type the words in the sentence.

When you have mastered all these steps, you are ready to tackle the all-important requirements for increasing your typing speed and accuracy. These are the proper timing of your finger strokes and the regulation of typ-

ing rhythm according to the letter combinations in the word or phrase being typed.

In performing these exercises, you must remember that it is not possible to type all words with the same rhythm or speed because some are bound to be awkward to finger. When you are aware that certain words are difficult for you to finger naturally and easily you are already on the way to overcoming the obstacle they present. When you come to an awkward word, type it slowly and accurately. You can increase your speed when typing the easier words. When you learn to do this, you will avoid many errors and loss of valuable time. Most important of all, you will be able to sustain your speed and accuracy throughout the day.

As you gain experience through practice in your typing, you should compile a list of words that give you trouble in fingering. Practice these words each day along with some words that are easy for you to type. You will quickly develop correct typing rhythm. As you master each group of difficult words, add new ones and tackle them in the same way. If you do this, you will soon become familiar with all the words that have been slowing

(Continued on page 39)

## 2 IDENTICAL BOOKS

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## SHORTHAND DICTATION STUDIES

Second Edition—By Wallace B. Bowman



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**SHORTHAND DICTATION STUDIES** consists of forty dictation studies. In the first twenty-five of these, rhythmic dictation is used to build speed. Thereafter, office-style dictation is alternated with rhythmic dictation in order to provide real job preparation. The office-style dictation requires handling uneven dictation, corrections, changes, special instructions, insertions, and punctuation. Additional office-style dictation is provided in the teachers' manual. For those who want more rhythmic dictation there is more in the teachers' manual.

Each of the forty dictation studies is divided into five parts as follows: basic skill, involving theory review, brief-form review, and punctuation pointers; business information, including vocabulary preview, difficult words and outlines, and background information; business correspondence, involving both incoming and outgoing letters, vocabulary preview, and difficult outlines; a study of business and office practices, involving vocabulary preview and office routines; progress check-up, involving letters increasing in length and difficulty. Numerous other features will also appeal to you.

# UNITED SERVICES

## BOOKKEEPING AND ACCOUNTING

HARRY A. HUFFMAN, Editor  
FRED C. ARCHER, Associate Editor

### LET'S USE COLUMNAR CASH JOURNALS

*Contributed by Floyd Crank, Northwestern University, Evanston, Illinois*

Many suggestions—good ones, too—have been offered to make bookkeeping more realistic. To this list one more should be added: the extensive use of columnar cash journals.

Many small businesses operate, for the most part, on a strictly cash basis. Hence, instruction in the use of the columnar cash journal is a logical type of preparation for bookkeeping jobs in such small business and professional offices.

#### Teach Fundamentals

Even though the columnar cash journal receives special attention, principles must still be taught. We teach bookkeeping for a number of different reasons. Some students will enter the accounting profession and need to understand the complete cycle. In fact, to be proficient to any degree, no matter how simplified the system, a thorough knowledge of principles is required. Our entire business structure is based on fundamental relations which all students should know. Also, since the analysis and interpretation of financial data is a major aim of bookkeeping instruction, the fundamentals must be acquired by the students. Other less obvious reasons, such as personal use and character attributes, make bookkeeping principles essential. The early part of any class should be devoted to teaching these principles.

After the fundamentals have been acquired, however, the columnar cash journal is one of the most realistic approaches to what many of the students actually need for their future jobs.

#### Real Values

A number of values can be ascribed to the use of a columnar cash journal. Greater interest will be stimulated because students will feel that they are doing something worthwhile. Frequently, many of their personal acquaintances or friends of their family will use such a system in their businesses.

As a result of the enthusiasm aroused, there will be a greater carry-over into jobs actually using such procedures. Students will no longer feel that they are doing the exercise simply for the satisfaction of the teacher or just to get a passing mark.

The bookkeeping process will be learned more readily and retained longer than by the use of more complicated systems. As in some of the other business education subjects, students tend to learn simplified procedures better.

Any simplification of bookkeeping instruction would assuredly prove advantageous.

Natural interest and the process of simplification will serve to make the bookkeeping course more popular in the school. Students like to take subjects which make use of their own background and previous learnings. Why not make bookkeeping as pleasant as possible for the ones who are in class?

All teachers like to feel that a bookkeeping course will be of personal and social use to the ones taking it. Actually, the use of columnar cash journals is one way of making certain that there will be some carry-over into other situations. The form of the journal itself is not too different from the form of a record of expenses. Also, many social organizations and like groups do make use of columnar cash journals for their bookkeeping needs. The things we teach will be used for personal and social purposes during later years.

Cash journals are readily adaptable to many types and kinds of businesses. Such a system is frequently used by grocers, service stations, bakeries, cab companies, automobile dealers, and many other small businesses. The fact that cash journals are relatively simple and can be easily adapted to any type of business should indicate to us that through teaching the use of the columnar cash journal, a valuable contribution can be made toward training our students for finding a place in our business society.

#### The Procedure

Journalizing in a combined cash journal is a relatively simple process. The amount of cash received is entered in the "Cash Receipts" column and the same amount is entered in an appropriate income column. Students by this time will be able to distinguish between debits and credits. When an entry is made in the "Cash Payments" column, an appropriate expense or cost account is debited. Some columnar cash journals include columns for general journal entries, as well as entries into "Accounts Receivable" and "Accounts Payable" accounts. These columns make the system more complex, but do provide entry space for any contingency.

In teaching journalizing in combined cash journals, long, involved explanations are unnecessary. As much as possible the transactions used should be based on the experiences and background of students. A common meeting ground is provided when everyday buying activities or observation of the method of recording sales forms are utilized.

Posting from columnar cash journals is done in much the same way as posting from any of the special journals.

*(Continued on page 39)*



LEWIS R. TOLL, Editor  
MARY BELL, Associate Editor

### WHAT'S IN A NAME?

*Contributed by Dorothy Anderson, Palo Alto High School, Palo Alto, California*

"That's *my* name in shorthand" has proven to be an "interest getter" for pupils who do not know shorthand or who are beginning study of the subject.

Because boys and girls are interested in seeing their names written in shorthand symbols, I try in the first few days of instruction in the beginning shorthand classes to write the name of each pupil on the blackboard for all the class to see. Most names are a simple combination of the letters of the shorthand alphabet and need no explanation. In a few cases, however, with a name such as Gloria (double vowel) for example, advanced shorthand theory is encountered. When a name requires application of an advanced shorthand principle, it is written in shorthand on the blackboard, giving only the explanation that "your name in shorthand is extra special, and in a few months we shall learn why it is written this way. In the meantime, let's accept it." And fortunately they do!

After the class has become more adept at shorthand reading, a little spice is added to the routine of class work by having a "grab bag" of pupils' names. Each name is written in shorthand on a small slip of paper and placed in a bag. Members of the class then draw a name from the bag, decipher it, and give the name slip to the owner. This is fun for the pupils and also helps them to become acquainted with each other.

As soon as the pupils are able to write shorthand they are encouraged to write their names in shorthand. Very often they discard the use of the longhand name and when handing in homework label it with their names written in shorthand. They proudly point out the symbols as being their names and get a little thrill in exhibiting the shorthand names to friends unacquainted with this fascinating method of recording. A few of these friends who have not been initiated to the course come to the teacher and say, "Miss Anderson, will you show me how to write *my* name in shorthand?" A good selling device? Yes, indeed.

### COLLEGIATE EDUCATION FOR SMALL BUSINESS

*A growing interest in collegiate education for small business is reported by the United States Department of Commerce as a result of a survey conducted by the Department.\**

*According to the survey report there has been an almost constant increase in the number of new courses in small business edu-*

\*"A Report on the Survey of Collegiate Education for Small Business, Spring-1950." Business Information Service, Bureau of Foreign and Domestic Commerce, U. S. Department of Commerce, 1950. Conducted by Dr. Beryl E. Warden and Miss Dorothy V. Knibb.

*cation introduced since 1940, with a particularly sharp rise shown for 1949-50.*

*"... of the 127 new courses scheduled for 1950-51, 44 will be offered by teachers colleges and 40 by junior colleges."*

*The survey was made to determine the present status and trends of small business education in American universities and colleges and to collect information useful to institutions planning to initiate small business programs.*

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# UNITED SERVICES

## GENERAL CLERICAL AND OFFICE MACHINES

MARY E. CONNELLY, Editor  
REGIS A. HORACE, Associate Editor

### AN OPEN-DOOR POLICY FOR CLERICAL PRACTICE

*Contributed by Gertrude M. Roughsedge, Head of Business Education Department, Medford High School, Medford, Massachusetts*

Business education in the high school has experienced many changes from the days when the blackboard pictures, under the heading of penmanship, were the envy of all who saw them, to the present day when good penmanship is not the rule.

The main objective of our work in business education, that is, the preparation of the pupil for his life in the business of the community, has remained steady. The degree of vocational efficiency in the preparation has varied, but inflation or depression notwithstanding, the preparation is steady and ever improving.

There has been a change in trend, however, since the beginning days when the young man was the one receiving major attention. In the changing programs we find that the young woman is now of the elect. The demands of business for beginning office workers made this true. Dozens of calls for young women are received to one for the young man, and this has been the rule for several years.

As one views the high school programs, it is evident that shorthand, typewriting, and bookkeeping are emphasized. The same is true, one notes, when reading our magazines of business education. These fields, with the possible exception of bookkeeping, are training girls. School courses seem planned to offer a course of study for the *pupil* rather than for the boy or girl and their needs in business. A critical breakdown of what will be required of them in the business of the community should be made in relation to the school curriculum. Many of our boys who are not preparing for college find little of interest for them in business education, so they drift into a course which is general in its nature. No one appears to find that he has a particular responsibility for these boys until they are graduated from the school. The boy himself realizes that his preparation, which has left him with vague ideas only, was not sufficient for securing a beginning place in business. The girls, however, have acquired the necessary skills so that they are definite when seeking a position.

We in business education are largely responsible for this state of affairs. In many cases we are so busy setting standards of production that we lose sight of the fact that we have slow learners and those who do not fit into the pattern of study as set forth in our plans.

We must not ignore the slow learner or the one who is not naturally able to overcome the lure of the many outside interests in favor of school preparation. All schools have many such in their groups. They will not be able to qualify at the top of our so-called skill courses, but a knowledge of the skills will give them the needed entrance into business. Many boys will be a part of this group. Are we going to class the majority of our boys in this category? Naturally not.

General clerical courses can adequately serve the needs of the boys. A survey of the community will show the various types of beginning positions, and those offering a good chance for advancement. If we are to keep our immediate community as it is, and, if we hope to improve, these boys are our answer. Since they will assume the responsibility of carrying on the community life for the next generation, we in the school must prepare them.

There will be those who can be proficient in the handling of the records of business and those who will do some clerical work, as for example, in the shipping department. There must be a good practical course open to them. Varying degrees of skill on the typewriter will be demanded. Accuracy and facility in the arithmetic needed in business will be a necessity. They will later bless you for your efforts to improve their handwriting. They, too, use the telephone and they must of necessity be able to meet the public in business and in political life. Give them the opportunity for training in speaking. Of course they avoid the selection of such courses; therefore, include this work as a prerequisite of the course.

There are boys who will want to sell not only in retail selling, but in selling the tangible, the intangible, door-to-door, and the like. If the distributive occupations programs are not for them, then an opportunity for training in salesmanship as part of the regular school course should be offered. There is no reason why such offerings could not be incorporated under *General Clerical Training*.

There is always the desire in the American boy's heart to operate his own business. What heartaches are experienced because one acts on the desire without the necessary knowledge of the expected happenings of the first year, the second, and so forth. Here is a wonderful opportunity for good, forward-thinking planning.

Undoubtedly we should analyze the local situation in respect to the numbers of boys and girls we are training in relation to the possibilities of placement. We shall be satisfied that our work is geared for the needs of the girls. What becomes of our boys? It is possible to check

by the regular follow-up plan. Check, too, by way of the local service organizations, such as the Rotary Club. In these organizations we find our former pupils. Did they receive preparation of value to them in their school training? Their suggestions will be of real value.

These men are the fathers of the families in the community. A recounting of their experiences in their beginning jobs and in the earning of a living for their families will assist us to a working and realistic plan for our school courses.

No extended study is required to show that the way of life around us is very much influenced by what we in business education do.

Business has changed in that the women are holding practically all the beginning clerical jobs and we have specialized in preparing them for their work. These same businessmen to whom we have been referring should be made to realize that more beginning jobs should be made available for our boys.

The present picture, however, shows our boys taking up military service. Since this is true, we have the responsibility of giving them as much training as will be of value to them. Many boys have the attitude of not caring about what happens in school because it will be

but a matter of time until they enter the armed services. We who are charged with educating the boys must be more specific in our offerings that we may help our country to a higher degree of preparedness in the presentation of our boys for military duties.

As has been previously stated, it is necessary to provide knowledge which will assist the boys in the way of practical skills. Our experiences in the last war made clear the fact that not nearly enough boys were receiving the training which was immediately necessary. Since we know that those whose test results were of high grade and that those who could typewrite or offer other specialized training had a particular advantage, we should provide as many opportunities as we can.

Many schools are working away and beyond these minimum essentials; but on the other hand, many are arranging courses, the ultimate value of which can be realized by the girls only.

Suppose we throw off the cloak of fine appearing programs which neglect a part of the community and begin doing something for *all* our pupils. Any and all efforts for conscientious preparation of our boys who will be assisting our country in these unhappy days will have a reward which may be termed eternal.

# Elementary Accounting

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# UNITED SERVICES

## BASIC BUSINESS

HAROLD GILBRETH, Editor  
RAY G. PRICE, Associate Editor

### CULTURAL IMPLICATIONS OF ECONOMIC GEOGRAPHY

*Contributed by John L. Rowe, Teachers College, Columbia University, New York, New York*

**CONTRIBUTOR'S NOTE:** *The objectives described here, with many others which apply to the process of daily living, will give the student of economic geography a clearer picture of the world in which we live. The student who realizes that the present is only a small point in the stream of time will understand that the changes which occurred in the past give rise to the expectation of further changes to come.*

*With the rapid advances being made in media of communication the world is indeed becoming smaller, and it is imperative that our future citizens be geographically literate.*

Many reasons have been given for the inclusion of economic geography in the curriculum, not the least important of which are the education values inherent in the study of this subject. Materials of history, sociology, and anthropology make their contributions to the various topics discussed. Building on these materials, the subject matter is no longer a series of disconnected pictures or slides on a screen, but rather a moving picture showing the transition from one phase to another. The sociological and anthropological approach can be used to show the role that certain commodities play in the national life of a people and will also show that the same commodity means different things to different peoples.

The objectives to be realized through the teaching of economic geography will, of course, depend to a great extent on the length of the course as well as on the amount of resource materials available. Some of these objectives might well be:

1. To provide the student with a fundamental knowledge of place and physical geography in order that he may understand their economic effects and implications.
2. To enable the student to understand the relationship between geography and the economic and social institutions and activities of peoples.
3. To enable the student to understand the various factors attendant on production, distribution, and construction of economic goods and services on local, state, and national levels.
4. To enable the student to understand the nature of industrial processes and the economic and social implications of industrialization.
5. To enable the student to understand the value of resources and the necessity and importance of conserving them.
6. To enable the student to read, interpret, and use maps, globes, charts, and other similar geographic materials.
7. To enable the student to recognize and understand the economic interdependence of nations.

As in any other subject of study, a mastery of the working tools is essential. Before one can perform mathematical calculations, a knowledge of the multiplication tables is necessary, and one must grasp the elements of algebra in order to branch out into statistics. For this same reason, the student of economic geography must first learn certain fundamentals of physical geography. If the effects of mountains, water, altitude, and wind are clearly understood by the student he will be able to understand why certain types of climate are found in certain areas of the world. If he knows the story of soil—formation, conservation, and enrichment—he can understand why certain crops are produced in one region and not in another.

Place geography, if presented separately, is meaningless and without interest to the student. Like physical geography, it is interesting and meaningful when presented in terms of economic relationships.

#### Geography and the Economic and Social Institutions and Activities of Peoples

The cultural and economic development of people can be explained through the study of economic geography. For example, the student will learn that the dry, sunny climate of Egypt and Mesopotamia made demands on the social inventiveness of the people. The result was irrigation projects which in turn spurred the development of geometry, while the continued observation of clear skies led to the science of astronomy. The student will appreciate the relationship between a cool, temperate climate and the activities of the people in that area. An invigorating climate is largely responsible for the highly industrialized regions of the world.

#### Production, Distribution, and Consumption of Economic Goods and Services

The study and interpretation of geographic relationships will explain many situations which would ordinarily puzzle the student. When he knows that it is more expensive to ship coal to the regions where iron ore is mined than vice versa he will understand why the ore mined in Minnesota is smelted into iron and steel in Pittsburgh. Another factor bearing on this is that the major portion of the iron and steel is used in the industrial East.

The student will be in a position to understand why the milk produced in New York State is consumed chiefly in its fluid form, while the milk produced in Wisconsin and Minnesota is converted into butter and cheese. In the first instance the densely populated area requires so much fluid milk that there is little left to convert into other products; in the second instance there is not suffi-

cient population to use all the milk produced, in its fluid form, and cheese and butter can be shipped to other regions.

#### Economic and Social Implications of Industrialization

The standard of living changes as the pattern of world empires changes. England developed into an industrial nation because she could secure raw materials from her colonial empire, and because of this balance of imports and exports developed and maintained a relatively high standard of living. However, when the supply of raw materials was cut off during World War II, she had difficulty in maintaining her former standard of living. The Netherlands, as a result of freedom recently granted to her colonies in the Near East, is now faced with similar problems.

New England, as a highly industrialized region, developed a high standard of living. In recent years many industries have moved from this area and located in areas nearer to their natural resources. Other New England industries have moved because of the development of water power projects elsewhere in the country. This migration of industry will have its effects not only on New England, where the people may find it difficult to maintain their present high standard of living, but also on other areas where the new industries will create many problems, both social and economic.

#### Value of Resources and Importance of Conservation

When the student learns of the resources of products such as petroleum and lumber, he will also learn that such products are expendable, and that for this reason conservation is not only important but very necessary. The United States is the world's largest oil producer, but it is constantly looking for new sources. Our present dwindling supply of lumber is due to the shameful waste in the early period of the country, and we are now engaged in a program of conservation in this field.

Land resources are also expendable. The Government is doing a great deal to maintain and improve our soil resources. Crop rotation and soil-building crops are stressed in the effort to combat the erosion and soil depletion which result from farming methods that utilize the land for the immediate future only.

#### Maps, Globes, Charts, and Similar Materials

The twentieth century is definitely a period of graphic presentation, and the complexity of our civilization necessitates the use of maps, charts, graphs, and the like which supply the student with concrete, easy-to-grasp information.

The popular road maps and the weather maps found in many of our daily papers are familiar sights. The student of economic geography learns to interpret the weather map intelligently; he also learns, through the use of other maps, to estimate distances from one place

to another. A bulletin-board display of maps and charts clipped from current newspapers and periodicals is of much greater interest to the student who can interpret them.

#### Economic Interdependence of Nations

The economic interdependence of nations can be presented clearly and dramatically in the study of economic geography. The shortages of rubber, sugar, coffee, and other staples which became strikingly apparent during World War II, are readily understood by the student who knows the sources of these commodities and is aware of the fact that certain goods can be produced only in certain regions of the world.

As simple as a thing as breakfast illustrates our economic interdependence to the student who knows from where the various items came.

Economic interdependence should be stressed not only in the more obvious matter of present-day imports and exports, sources of raw materials and markets for manufactured goods, but also in the less well-known facts of the place of origin and the subsequent migration of world resources. Tracing the origin and discussing the development of certain commodities results in making the present more meaningful.

## NBE Tests

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# UNITED SERVICES

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## DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor  
JOHN A. BEAUMONT, Associate Editor

### FORUM SALESMANSHIP SAVINGS BANK

*Contributed by Willard M. Thompson, Assistant Professor of Business Administration, Sacramento State College, Sacramento, California.*

This month we will visit a department store drapery department to present a problem which all salespeople frequently encounter: How can better quality items be sold to customers who have decided to buy lower priced merchandise?

#### *Problem:*

A drapery salesperson recently asked, "How can I sell lovely nylon curtains? They do cost a little more money but they are the most beautiful curtains that we have to offer. I always list the selling points of nylon window curtains; that they will support a weight of 200 pounds, you don't need to iron them, and that they will outlast all other materials, but still people prefer lower priced curtains to these attractive panels. What do I do wrong?"

#### *Answer:*

You are trying to sprout the sale before you plant the seed. The seed is the customer's need and the sprout is the customer's agreement to buy. The sale grows out of the customer's need but the seed must be first planted in a nest of value-enhancing merchandise appeals.

In this instance the customer needs curtains for the windows of her home. She wants curtains which will best serve her need with the money that she has to spend. These are the type of curtains that she will buy.

You are offering curtains that will support 200 pounds, require no ironing and last for twenty years. If she wanted curtains with such features she would drape her windows with half-inch manila rope.

Let us examine the situation step by step:

The customer wants curtains to beautify her home. She also has predetermined a price that she will pay although a salesperson can usually induce her to change her mind within certain limits.

You have two kinds of panels, a standard number for \$2.98 and a nylon for \$5.98. Either of these will satisfy her but she will probably buy the \$2.98 panels because the price is lower. She will choose nylon only if she believes that nylon panels will do a better job of decorating her windows. *That is the only reason she will select nylon in preference to the lower priced panels.*

Therefore, in order to sell the nylon panels you must demonstrate to the customer why nylon is more beauti-

ful and luxurious than other curtains. Call attention to their tissue-sheer texture, not their strength. Point out their shimmering luster, not their washability. Describe their delicate, dainty patterns but do not emphasize that they will last for twenty years.

By this method the salesperson plants the seed. The customer can now visualize how nylon panels will beautify her room better than other curtains. Now, in order to cause the seed to sprout into a healthy sale, you may stimulate it with the water and sunshine of nylon's wonderful durability features.

With this process of first showing the customer how the new item will satisfy her need for better than conventional merchandise and *then* introducing the more prosaic durability and work-saving factors, salespeople can sell newer and often higher priced merchandise, such as nylon panels. Otherwise, these items will not be sold to anybody except to the occasional person who can see for himself that the new product is superior to more conventional merchandise.

#### *Principles Involved:*

1. Effective sales presentations are directed to the customer's basic need.
2. Spectacular claims of the manufacturer such as "will support 200 pounds" are valueless in selling unless they help customers visualize how the product will serve their needs.

#### *Another Deposit—The Older Customer*

Students in cooperative retailing programs frequently encounter older customers who cannot be convinced by a sales talk from a younger person. A retailing student employed part-time in a paint store expressed the problem in his own words.

#### *Problem:*

"I recently told a customer that a certain paint would outwear other finishes which she might use on her kitchen cabinets. She replied that she had painted kitchen cabinets many times and that she had been using our paint since before I was born. I really know quite a bit about paint, but too often customers react to me as this one did. How can I convince older customers of my knowledge in spite of my youth?"

#### *Answer:*

People generally believe that "experience is the best teacher" and also that "older people know more than

(Continued on page 40)



OFFICE STANDARDS AND  
COOPERATION WITH BUSINESS

ERWIN M. KEITHLEY, Editor  
CHARLES B. HICKS, Associate Editor

## THE REAL MEANING OF STANDARDS

*Contributed by Earl P. Strong\*, University of Illinois, Urbana, Illinois*

Recently, in reviewing the materials on the subject of standards in the recognized, authoritative publications that are available to businessmen and teachers, it was discovered that the concept of standards that is usually presented deals with determining and establishing of work standards—standards which are set up in the office in a work situation. This concept, it is said, is important because one should understand the techniques used in determining standards. There is no quarrel with this viewpoint, whatsoever. What does seem to be wrong, however, is that we have not gone *beyond* the concept of setting a standard. Consequently, this article deals with the procedures teachers in the schools must take in relation to standards that are already set up in offices.

What concerns teachers most is not only the determining and setting up of a standard, but rather the means by which they can help students to prepare to meet these standards once they are encountered in a work situation. In order to meet a standard, several factors must be considered. Some of these factors are: [1] an analysis of the actual work that is performed; [2] the complete understanding of the standards that are set up; [3] ways to improve the work method so that standards may be more easily met; and [4] the training that is to be done either off the job or on the job in order to meet the existing standards.

Students should be given basic training as to the techniques used to analyze jobs. These techniques are relatively simple, and prospective business employees (students) can learn them very easily. The method that is many times used consists of breaking down a job into its various operations and the steps used in performing the job. Once these operations and steps are known, standards can be set for them readily.

On those jobs where there have been over-all existing standards, a further analysis of the work involved may well lead to a re-evaluation of the standards so that more equitable and fair standards may be determined by management.

## Purpose of Standards

The prospective worker should have a complete understanding relative to the reason for a certain set

\*Dr. Strong is Professor of Management and Director of the Business Management Service in the College of Commerce at the University of Illinois.

standard for a particular job and why it will be necessary to maintain such a standard. Standards are, in themselves, not bad. Often, however, workers feel that because there is a standard on a job, pressure is applied to complete a certain amount of production. Once the concept that a standard is merely a goal toward which a worker is asked to strive is accepted on the part of the employee, his willingness to accept such a standard will probably be more readily understood.

Goals in most types of work are healthy for the worker and for management. Production goals give the worker something toward which he can aim, and if he accomplishes these goals, he knows then that he is doing acceptable work. Without such goals, a worker may never know whether or not he is doing as much as, or more than, management expects of him. Standards, then, are of great value both to the worker and to management once they are properly understood, once they are properly accepted, and once they are properly enforced by both workers and management.

## Job Improvement

The improvement of the job through work simplification and method improvement is something that should be taught in every school. The techniques used to accomplish this are known and are extremely simple. The usual formula of merely questioning everything that is done is probably the simplest approach to the whole problem. Asking and getting answers to the how, why, where, when, and what of doing any kind of job will probably go a long way toward arriving at a better method. The work-simplification techniques and improvement of method that may be used, of course, should all work toward the accomplishment of the standard that is set up. The standard then becomes a determinant for the improvement of the method. This gives an entirely new concept to work-simplification methods since it does set up a need for, and reason for, improving the work rather than just improving the work for improvement's sake alone.

Training of workers, both off and on the job, to meet definite standards of work production is undoubtedly one of the most important reasons for having a training program. On-the-job training techniques are very well developed in certain areas of work, but in the field of clerical work there is a great deal to be learned about the improvement of work production on the job. For example, training can be broken down

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# UNITED SERVICES

## BOOK REVIEWS

**Correlated Dictation and Transcription**, by Hamden L. Forkner, Agnes E. Osborne, and James E. O'Brien, D. C. Heath and Company, 545 pages, \$3.00.

THIS SIMPLIFIED Gregg edition for second year classes provides eighty teaching units with graded material. The authors, accepting the fact that 97 per cent of the ordinary dictation material is made up of 3,000 high-frequency words, concentrated on the first 3,000 words of the Horn Basic Writing Vocabulary list. Each of the six parts adds another five hundred most-used words.

Each unit contains new vocabularies, English rules with examples, dictation and typewriting practice material, and short-hand plates of the dictation and typewriting exercises. Words counted in the printed matter and strokes mentioned in the short-hand material enables the pupil to figure his scores in three comparable tests—typewriting from print, transcribing from short-hand plates, and transcribing from his own notes. A suggested tabulation is provided in the introduction.

The references, rules and style studies constitute a manual to give correct information that the stenographer will need in her daily work.

The book concludes with a list of 1,561 shorthand phrases and an appendix of the 3,000 most used words, and names of states, cities, and people.

**Standard Handbook for Secretaries**, by Lois Irene Hutchinson, Gregg Publishing Company, 1950 (sixth edition) 616 pages, \$2.80.

STANDARD is the proper word for this title. Since its first appearance in 1936, this handbook has become standard in thousands of offices for decisions on everyday English usage and items of information—correct forms of address, copyrights, reference books, and similar matter—needed by the secretary.

According to the publishers, the handbook has been rewritten for the sixth edition to include: precise definitions in the section on English; new information on government departments, laws, and publications; as well as new facts about business.

—JESSIE GRAHAM

**Introduction to Modern Business**, by Hilton D. Shepherd, Vernon A. Musselman, and Eugene H. Hughes, Prentice-Hall, Inc., 1950, 563 pages.

COLLEGE freshmen will be interested in the occupational guidance material about careers in business in this new introduction-

to-business book. As an example, in the chapter, "Business Risks and Insurance," the student will not only learn about risks, ways to lessen risks, types of insurance companies, kinds of policies, and so forth, but about careers in insurance, such as home-office and field-office occupations. This same occupational information is offered in connection with the study of other phases of business: accounting, advertising, banking, or marketing, to mention only a few.

To quote from the foreword written by Cecil Puckett, "By describing the advantages and disadvantages of different kinds of occupations, the kind of educational background necessary to succeed, and the possibilities for advancement, they [the authors] have included additional information to aid students in exploring various job opportunities. Equipped with the information and guidance provided by this book, the student may avoid frustration and discouragement in the important task of selecting and preparing for his life work."

All the economic phases of business—consumption, production, distribution and exchange are considered in this book, as well as the usual popular topics of forms of business organizations, managerial control, personnel and labor relations, and government regulation of business.

Each chapter contains a long list of terms for study and an unusually large number of problems and projects of a very practical nature. The list of selected readings for each chapter is up to date and completely and accurately stated.

**Office Production Typing for Colleges**, by M. Fred Tidwell, Kenneth M. Witte, and Elizabeth Pelz, Prentice-Hall, Inc., 1951, 65 pages, \$1.00. (Paper bound.) (Laboratory materials, \$1.60.)

THE MATERIALS of this book, covering twenty-two assignments for students of office practice are designed to put the student in "a successful frame of mind." The projects are based upon office procedure which might be expected in a retail firm selling radios and electrical appliances.

The clerical work necessary for carrying out the projects is based upon a variety of functions related to merchandising. Featured in the instructional materials are a series of flow charts which illustrate the successive steps in a given procedure. Clear directions accompany each assignment.

Besides the merchandising activities covered, a personnel unit provides an opportunity for becoming acquainted with letters and forms used in securing employment. A final unit supplies supplementary materials for timed writings.

HYLA SNIDER, Editor  
GLADYS BAHR, Associate Editor

## Books Received

**Instruction for Typewriting Office Practice** (with materials), by Peter L. Agnew, South-Western Publishing Company, 1950, 30 pages, \$1.60.

THE PROSPECTIVE office employee should gain satisfaction along with valuable experience from the performance of this series of projects based upon the continuous operation of an actual business. Materials for the conduct of correspondence and other office activities are conveniently arranged in folders for each project.

**Industrial Organization and Management**, by L. L. Bethel, F. S. Atwater, G. H. E. Smith, and H. A. Stackman, Jr., McGraw-Hill Book Company, Inc., 1950, 851 pages, \$3.50.

THIS college text, published in 1945, has been revised to show postwar changes in our economy, including new developments in labor relations and the increasing influence of government upon the industrial enterprise. New reference accompanies each chapter.

**Employee Communications for Better Understanding**, National Association of Manufacturers, 1950, 29 pages, gratis.

THIS BOOKLET describes the two-directional flow of a good employee communications program. It tells how satisfactory relations between employer and employee can be maintained by means of oral-personal relationships, and through written and visual media. It provides a list of selected references on two-way communication.

**Applied Economic Analysis**, by F. M. Boddy, F. E. Childs, W. R. Smith, O. H. Brownlee, A. E. Coons, and Virgil Salera, Pitman Publishing Corporation, 1948, 573 pages, \$4.75.

THIS TEXTBOOK, which draws upon the talents of several specialists, is designed for the second semester of college economics. Each author has explored the area of his special interest, explaining its basic problems and their implications in present-day economic society, and illustrating the relation of theory to those problems.

A free booklet of practice lessons, especially prepared for those who wish to further increase their typing speed and accuracy, can be obtained by writing a post card or letter to Central Feature News, Times Building, Times Square, New York City.

## Typewriting

(Continued from page 29)

down your work and, at the same time, you will be learning which words you can type faster. By following this plan, you will soon be able to type all words accurately and without any hesitation in your rhythm. Then watch your speed increase!

Make a mental check list for yourself of each of these items; and when you sit down to type, check them off one by one until you have the correct typing method down pat: posture, hand position, relaxation, finger reaches and strokes, resilient touch and rhythm.

When you have mastered these, you must continue to practice because regular practice is essential to maintain good typing technique. Just a few minutes spent in practice each day will greatly improve and consolidate the skill and ability you have developed by following the advice given here.

For practice purposes you can use any available material: a carbon copy of one of the letters you have written, or any book that may be at hand. From this material, type one 70-space line over and over until you can type it without an error. When you have done this, type another line from the copy, and then a third line.

Then, type these same three lines accurately—slowly at first; then gradually increase your speed.

Select another group of three lines and practice them in the same way. Then try to type all six lines without an error.

This will build your speed and accuracy, and soon you will be typing 6, 7, or 8 lines a minute. Eight lines a minute is equal to typing at the rate of about 100 words a minute!

Check the accuracy of your work each time you practice. Keep a record of it and you will notice your day-to-day improvement.

Set a goal for yourself and make a definite effort to improve your typing skill. By following your daily practice plan faithfully you cannot fail to increase your speed and accuracy. This will be reflected in your daily work because it is easier for a fast operator to type more accurately than a slow one. When you type fast you will be doing things in a smoother, more natural manner—and you will be doing them better.

Remember:

Posture	Finger reaches and strokes
Hand position	Resilient touch
Relaxation	Rhythm . . .

. . . And added to these is Practice! Practice! Practice! Remember again: It is all up to yourself. You are the one who must make the decision to follow these signposts to typing improvement.

## Bookkeeping

(Continued from page 30)

If a general journal column is used, these items must be posted individually as they occur; otherwise, only the totals of each column are posted to appropriate accounts in the ledger. Since the same general procedure

is followed as for the special journals, we have no reason to feel that some of the posting techniques are being neglected.

The profit and loss statement and the balance sheet are still prepared in the same way as when all the different journals and ledgers are used. Students are given an opportunity to analyze and interpret the financial data contained in the books of original and final entry.

## Shorthand

(Continued from page 27)

that the dictation at this speed should serve as additional "warm-up" material for them. All the students who are able to take this material successfully need not take the remaining slower dictation, but should read over their notes, insert punctuation, and make any necessary corrections. Each student who could not transcribe the 80-word-a-minute material should transcribe either the 70-word or 60-word material. This procedure should insure sufficient practice or "warm-up" material for all students, speed-development material, and material which can be used for transcription purposes. The plan also provides for daily fluctuations in each student's speed, which may be due to one of the many external influences that cause these fluctuations. If a student, who normally transcribes high-speed material, has not been feeling as well as he might be, he will have some material which he can transcribe, even if it is only the low-speed material. There should be no need for any student sitting idle or doing the work of another course during the transcription class period.

With this procedure, it should be possible to increase the speed rate of each student each month, following a plan as outlined here:

### SECOND-YEAR SHORTHAND

	PRACTICE RATES			NEW MATERIAL DICTATION RATES		
September*	70	80	90	60	70	80
October	80	90	100	70	80	90
November	90	100	110	80	90	100
December	100	110	120	90	100	110
(Usually a short month)						
(Generally plateaus are reached at this point, so build the speed more gradually)						
March	105	115	125	95	105	115
April	110	120	130	100	110	120
May	115	125	135	105	115	125
June	120	130	140	110	120	130

\* If your students can start at a higher rate, by all means do so. The rate suggested here is a minimum one which should be adjusted to your own needs.

### How the Teacher Grades the Students

The method for grading the students on their transcribed materials also proved to be very successful and an incentive to the student to do his best work. The student was given three points for each mailable letter



dictated at the high rate of speed, two points for each letter dictated at the medium rate of speed, and one point for each letter dictated at the low rate of speed. At the end of the marking period of approximately thirty school days, the student had to earn 90 points in order to receive a grade of "A", 66 points in order to receive a grade of "B", 34 points in order to receive a grade of "C", and 25 points in order to receive a grade of "D". A student who earned less than 25 points received a grade of "E". A sample of the type of grading chart that might be kept appears below:

CHART OF MAILABLE LETTERS\*

Names	Dates for 6-weeks' period in Sept.-Oct.												Total	Grade
	5	6	7	8	9	28	29	30	13	14				
Joan	3,1	3,1	3,2	3	3,2	..	2,1	3,2	2	..	3	2	99	A
Audrey	1,1	2	1		1,1	..	2	1,1	2	..	2	1	51	C
Robert	2,1	2	2,3	1	2,1	..	1	2,3	2	..	2		84	B

\*A mailable letter is one which contains not more than two minor errors.

The students enjoyed this method of grading and recording, and it spurred them on to greater levels of skill achievement.

### Distributive Occupations

(Continued from page 36)

younger people because they have had more experience."

Because people generally accept these beliefs to be truths, the young salesperson must plan his sales talk accordingly. Young salespeople may overcome the handicap of their limited experience by withholding their own opinions and quoting appropriate experts or reciting the experience of older persons. While this technique has unlimited variations, it is usually employed in one of three ways:

[1] Attribute authority to older persons: "Mrs. Smith says that she used this paint on her cupboards and it did not show wear for ten years."

[2] Attribute authority to experts: "Our laboratory reports that this paint will not crack."

[3] Assume that customers have had previous acquaintance with the product: "As you know, this paint will wear for years with normal usage."

In general the younger salesperson is "safe" so long as he does not claim or imply that he is an authority. Illustrative of statements to avoid are: "I'm sure you will find that this paint outwears any that you have used before." "From my experience, I can tell you that this is the best-wearing paint."

#### Principle involved:

Youthful salespeople speak with greater conviction when they appropriately quote persons of age and authority.

### Office Standards

(Continued from page 37)

into three specific types that may be given on the job. They include [1] training in knowledges necessary for the correct performance of a job, [2] training in skills and the maintenance of certain skill levels to meet production standards, and [3] training in the various attitudes that must be developed for productive work habits. One of the most lucrative of these three areas is in the maintenance and increase of productive skills on the job. No standard can be set up without taking into consideration the skills necessary to accomplish the job. No standard can be met unless training is considered and is given in the development of basic skills that will result in the accomplishment of the standard.

#### Responsibility of Teachers

Teachers in high schools and colleges can do a great deal toward improving work not only through acquainting the students about standards which they will face in the offices and stores of their local communities but also through teaching the students to improve those standards on the job. These improvements will depend upon the knowledge of certain basic techniques, such as skill development on the job, which will involve the teaching of basic skills and maintaining and increasing those skills on the job. While a great deal of research has been done in the past, there still remains much more to be done in determining just how these skills may be improved on the job. One technique is to establish definite drill periods during the day for workers on the job, consisting of approximately three minutes for each period, for two or three times during the day. This particular technique has been used successfully by the writer in numerous instances, and it has proved effective. In one organization where this practice was carried out recently, the improvement amounted to an increase of 17 per cent in production; another company improved approximately 11 per cent.

It is believed, therefore, that when the subject of standards is discussed with workers or with students who are training to become workers in offices and stores in our business communities, we need to go beyond the mere discussion of standards from the standpoint of just setting them. We need to delve into the ways and means of improving standards, once they are met, toward the end that they do not remain static in the work situation, but rather that they be improved. When this is done, a worker becomes a valued employee, and the school is looked-upon as having done a thorough training job rather than just preparing the student to hold a job. He is trained to improve the job and to make it a better one for his having worked on it. This is a lofty ideal that does not necessarily need to exist only in theory; it should be followed through in actual practice. It is up to the teachers, therefore, to imbue and indoctrinate the students with the concepts that are necessary to improve the business work situations.

### *The Expanding Role of Business Education*

Business education has now come of age. As a mature member in the established areas of academic education, it must assume responsibility in developing better citizenship in addition to imparting knowledge and skill. The time has passed when the business teacher needs to be educated merely in the skills of typewriting, shorthand, bookkeeping and business machines. The modern business worker is no longer an automaton responsible only for carrying out routine duties of the business affairs of his employer.

In recent years, many strong and vigorous accusations from the far corners of the world have been thrown at American business. The reply to such accusations must come from today's business teachers in the manner in which they equip their students to meet the world's business problems. The business teacher is in a strategic position to improve business practices so that its importance in connection with government functions and business in general cannot be overlooked. If the classroom teacher is to accept this challenge, he in turn must be well prepared by the teacher education institution for meeting the problems that must be faced. In business teacher education, emphasis must be placed upon such important problems as labor-management relations to government, business as a part of everyday citizenship activities, and business as a world organization if we are to bring the proper influence to bear on the business employee and employer. No other individual is in quite so advantageous a position as the business educator in developing democratic ideas and concepts about these pertinent problems. Colleges engaged in business teacher education must recognize the implications that lie in these problems and in the challenges for developing broad and thorough programs of teacher education that meet the business needs of today and tomorrow.

Every office worker—the typist, stenographer, and bookkeeper, as well as the top executives in the fields of management—needs to understand the extent to which business attitudes and ideas are influencing the democratic processes of our nation. These workers must be led to understand their responsibility in seeing that the American way of business is a fair and healthful way of business. Industrial managers and corporation executives must in turn realize their obligations to the society that enables them to operate their capitalistic enterprise. Before this can be accomplished, the teachers of prospective employees and executives in the various fields of business must have the same point of view.

The responsibility of the teacher education institution is considerable in meeting this problem. Much study should be devoted toward the development of a comprehensive program of business teacher education that not only incorporates the necessary skills, but also the essential ideas for developing the kind of a business employee needed. Courses must be shortened while outlines and books must be revised or replaced wherever they fail to meet desired objectives. Teachers must be selected on the basis of their ability to convey to their students the responsibilities of business in addition to acquiring the skills, which are so essential for competency in the office.

Then, and only then, will business education assume its rightful place of recognition in the functioning of our economic society.

E. C. MCGILL, *President,*  
*National Association of Business*  
*Teacher-Training Institutions*

# IN ACTION

## ISBE, UNITED STATES CHAPTER

### London Conference

The United States Chapter of the International Society for Business Education is going ahead with plans for a group of business teachers from the United States to attend the International Society Meeting in London, England, July 24 to August 4, 1951. The group will tour the Scandinavian countries and Scotland prior to the Conference and will

visit Paris, Switzerland, Luxembourg, and Holland following the Conference.

The tour and conference are open to anyone interested in business education. Inquiries should be addressed to the President of the United States Chapter of the International Society, Professor Hamden L. Forkner, Teachers College, Columbia University, New York 27, New York.

Complete information regarding costs and schedules will be furnished upon request.

## A Visit to High Schools in the U. S. A.

By Oswald Larsen, Supervisor of Commercial Education in Denmark, Copenhagen, Denmark

In October and November 1949 I visited high schools in New York, Philadelphia, Baltimore, Washington, Pittsburgh, Cleveland, Detroit, Denver, San Francisco, Oakland, Cincinnati, and Richmond (Virginia), and besides, Columbia University, New York University, Northwestern University in Chicago, and William and Mary College in Richmond.

Everywhere I was received with a hearty hospitality and an open-mindedness which made it easy to ask questions and discuss educational problems with supervisors, principals, and teachers, all of whom showed a warm and deep interest in the different aspects of their schoolwork.

The high school system in the United States is a gigantic democratic effort. It is a great idea to give all young people not only in the elementary school, but also in the ages between twelve and eighteen, the same education, whatever their abilities, and try to give all subjects, academic and manual, the same rank or value. There is a fine idealistic democracy in the plan whereby both the prospective college student and the prospective labourer can graduate from a high school.

The states seem willing to spend the necessary money. The school buildings are large and well-equipped with typewriters, office machines, workshops of many different kinds, and the like. The pupils pay nothing and can buy cheap lunch in the school cafeteria—another democratic trait.

The students seem to feel at home in their schools. It is a pleasure to see them walk from laboratory to laboratory, a pleasure to see them in a classroom and hear them take part in a discussion. They are interested in their work and in the many school activities with which they can fill up their time outside of school. There is a good atmosphere in the high schools.

The great freedom of choice of subjects is another pleasing characteristic of school life—natural in the land of liberty. Apart from the required subjects the pupils may elect nearly any subject, from hobby subjects such as jewelry and photography to useful or vocational subjects such as dress-making, home economics, or automobile repairing. And teachers are eager to find out what the pupils want to learn, and the principals are willing to introduce new subjects. Everything is, indeed, done for the pupils; it is for them that schools are made.

The intentions of the school system are so pleasing, everything is breathing with idealism, freedom, and democracy. How can it be then that so few of the pupils graduate? And of these graduates only a small number go to college, so that only a minority of those for whom the fine arrangement evidently has been made get a result corresponding to the beautiful efforts of the school authorities.

A person coming from a country where those who want to be skilled labourers begin working practically as apprentices at the age of 15 or 16 to learn their trades, attending a vocational school in the evening, may find that in the United States it is not acknowledged that the best way of training and educating a prospective manual worker is to let him use his hands. By doing some real work for which he is to be responsible, he will develop his abilities and his character in a higher degree than by playing at work at school (excuse this expression). But, of course, practical work alone will not do; it must be combined with theory taught at a school.

Another thing that seems striking is the want of distinction between general and vocational subjects. For what purpose do the pupils in the high schools learn business subjects? I thought it was for vocational purposes, to fit themselves for a job, but learned that this is not the case. They learn business subjects as a part of their general education; typewriting, for in-

stance, because this subject is as necessary as handwriting. But to one who is of the opinion that it is the aim of a general education to give an orientation in *nature* and *culture*, it seems that subjects like geography and universal history would be much better suited than typewriting, which, by the way, in many cases is taught for no less than two years.

On the other hand, principals are glad to tell that their pupils easily get jobs when they have learned business subjects at school, and Professor Herbert A. Tonne<sup>1</sup> says that the American high school is the primary institution for training office personnel.

A visitor may get the impression that, owing to the freedom of choice of subjects, some pupils will get neither a general nor a vocational teaching. In many cases pupils graduate without having had geography, a subject which must be said to be of value both to a general education and a vocational business education. And they may elect business subjects without being obliged to take commercial arithmetic or business law.

Owing to the same freedom we see, on the other hand, pupils choose subjects for which they are not qualified. I visited a stenography class with 28 pupils, of whom, according to the principal and the counselors, 25 were sure to fail. What is the use of having a good office of guidance when those in charge of it have no authority, even in cases where pupils are not ripe for their freedom?

In spite of the democratic intentions, there seems to be among the pupils an old-fashioned way of valuing the subjects. The academic subjects have the finest rank, next we find business subjects which have their own system, and then come the practical subjects, of which home economics seems to be at the bottom of the ladder. It is true that it is no easy task to revolutionize the minds of youth; they stick to the old generation for the subjects preparing for the university. And this is not peculiar to the United States; everywhere you will find the same state of things: if at a school you mix vocational or business subjects with academic subjects, the latter will take precedence of the former, which as a rule means that you will not find the brightest brains in the business department of the school.

Even in the vocational schools where you should think that vocational subjects were No. 1, you can find the teachers of general subjects treated with a special respect as "intellectuals." It was also surprising to see beautiful, well-equipped vocational

<sup>1</sup>Tonne, Herbert A., *Principles of Business Education*, New York, The Gregg Publishing Company, 1947, p. 13.



schools with very few pupils, schools that were waiting for pupils to be sent to them from the high schools, a fact also showing the inferior position of vocational education.

Another thing has struck me. The school buildings are very good, the classrooms large and full of light, the equipment of the finest kind. The visitor will at once see that he is in a rich country, willing to spend large sums on education. But how can it be then that the number of pupils in a class is up to 40? This large number sometimes tempts the teacher to give up the fine ideas with which he is so well-acquainted from the careful educational preparation at the university. It may happen that a teacher in English literature only discusses the problems with four or five of the most interested or energetic pupils, whereas the rest of the class seem to be inactive. And in book-keeping we may find a teacher who asks—not the whole class—but one pupil only, and, if the answer is right, dictates it to the rest of the class and furthermore writes the solution in detail on the blackboard without examining whether the other pupils have understood the matter. It is probable that the whole class—with the exception of the one who is being examined—does not try to think over the problem. Why should they? If they wait, they will hear the right answer and see it nicely written on the blackboard, and they can now put it down in their books without any mental exertion. (I must, however, add that I have not the right to generalize from the instances I have learned to know.)

Most of the subjects are well-known; one is, however, new to me: personality. At first skeptical, I came to acknowledge its value. To begin with, I found the discussions in the class on the abilities and right behaviour wanted in business superfluous, the solutions of the problems being self-evident; there seemed to be too much of a tendency of making it the most important thing in the world to please your boss and be sure of success. But, if it's a fact that only 15 per cent of success depends upon technical training and 85 per cent upon personal qualities, I must admit that it is of importance, not only to make this fact known, but also to teach the pupils how they can develop these qualities, and what is understood by good behaviour at an office or in a shop. To me it seems to be the best method to discuss these personal or ethical questions in connection with other subjects like bookkeeping, business law, secretarial work, and the like. Treated as a separate subject it may degenerate into talking big words on idealistic questions or into a useless moralizing. However, the core of the subject is of great value, and I am glad to know these efforts of fitting young people for practical life.

It was a pleasure to study the textbooks used in high schools. They are expensive and bulky (I remember the sight of the high school girls walking in the streets with those thick symbols of learning in their arms). Many of them are written in strict accordance with the latest results of the experimental educational psychology which has won for the United States a high reputation all over the world. The fact that all kinds of pupils attend the high schools makes it necessary for the authors of the books to explain things in such an elementary way that all have a chance to understand the problem in question. The important claim that, if you want to get into contact with people, you must meet them where they are, has been satisfied. It is also a pleasure to see how each chap-

ter is followed by questions, problems for class discussions and exercises, so that the teacher, when using these devices, can be sure that the matter is not only learned by heart, but also understood. From the American textbooks there are many good things to be learned.

A journey to the United States is a good lesson in the relativity of things, the best cure of narrow-mindedness; it gives a good orientation in a splendid, varying nature (mountains, forests, prairies, deserts, cultivated land) and in the culture of a perfect industrialism. It teaches tolerance, and how it is possible out of many races, religions, and nationalities to create one nation, one people. And it was a pleasure to see that the high schools are an important instrument in this miraculous melting process.

## Personnel Practices in Western Europe

By Ima M. Chambers, Michigan College of Education, Mount Pleasant; and Margaret Eggers, Flint, Michigan

Last summer twenty business teachers, under the leadership of Herbert A. Tonne, studied and traveled in seven European countries. The experiences in observing business procedures in Western Europe and from interviews with businessmen and teachers were stimulating and satisfying. Much more than eight weeks would be needed to get an organized body of fundamental knowledge, but the information received informally cannot be measured.

One of the most interesting phases of study and comparison was the employment area since everyone is eventually an employed person in some field working for himself, for some other person or an organization. By comparison and observation, personnel practices in Europe and America have a number of points in common and probably as many differences. Some firms have well-organized programs while others have no particular plan.

In France young people of 14 years of age may be employed in stores and offices, while in Belgium they go to school until 14 years of age and then are apprenticed as a helper to a sales person. Everybody in Western Germany must go to school, at least part time, until he is 18 years of age; but he may start apprentice training at 17 and must remain on such a program until he is 20. According to the law of apprenticeship in Denmark,<sup>1</sup> an employer is not allowed to employ a young man or girl under 18 without making a contract with him or her, in which contract the employer pledges himself to give the apprentice an all-round practical

training and to pay for this theoretical education in a commercial school. Switzerland requires young people to remain in school until they are 14; then they go to continuation school or are apprenticed. In England it is possible to leave school at 15 years of age to enter employment.

Most of the employers contacted said they did not require specialized training prior to entering employment. The practice in Paris seemed to be to train office help on the job. More time was devoted to training office help than to training sales people. A salesgirl was given one week of training which took place in the morning. In the afternoon she worked in the store. Of all the countries visited the businessmen in Belgium seemed to do more to screen prospective employees through a testing program. As a result business secures people who have abilities and aptitudes to fit a particular type of work, and consequently the Belgians have fewer misfits who have to be restrained or even discharged.

The largest department store in Amsterdam has a two-year training program, five hours a week, for its salespeople. The instruction is given by company employees with the aid of a teacher from the outside. During this apprenticeship period the trainee helps with counter displays, wrapping and packaging, and delivery work, with very little time spent in actual selling. At the end of the two-year period the worker is given an examination. Retraining creates a difficult problem here as it must be done after store hours. It is interesting to note that there are few married women working in this store as they are not as generally accepted for work in the Netherlands as in other countries.

The training program in Hamburg<sup>2</sup> is

<sup>1</sup>Osvold Larsen, Summary of Lecture on Commercial Education in Denmark.

<sup>2</sup>Herr v. Bose, Address July 21, 1950, Hamburg, Germany.

under the direction and supervision of the Chamber of Commerce. There is close co-operation among the trade schools, business, and the Chamber of Commerce, which examines and approves all employers before they are permitted to participate in the training program. Before an employee begins a three-month probationary period, he must be given a contract signed by the employer and the Chamber of Commerce. The character of the apprentice program is clearly stated by the contract as *educational*. The contract of apprenticeship therefore is no work program. Such a contract can only be terminated by mutual agreement of both parties or for some especially important reason. At present according to the Chamber of Commerce, Hamburg has 6,000 "master" firms and 17,000 apprentices, which is the largest number in Western Europe.

There must be kept by the worker and the employer a diary, which is reviewed by the Chamber. At the completion of the training the office apprentice must pass an examination in writing to test his knowledge of composition, bookkeeping, arithmetic, and mercantile law. Only those who pass the written tests are permitted to take the final, which is an oral. These tests are given semi-annually. The number who pass ranges from 85 to 95 per cent. In Hamburg it will be difficult to train all the young people who desire to participate because of the lack of facilities due to the war and tardy reconstruction.

In Denmark,<sup>3</sup> after leaving middle school (lower secondary), the student may make a choice of matriculating at the university or seeking his apprenticeship training in business or industry. If a businessman employs a young man or woman under 18, he must sign a contract in which he agrees to give him business experience and in addition must pay for his theoretical education at a commercial school in the evening from six to eight o'clock. The student must participate in this program and must attend school for three years with no choice of subjects. The subjects taught in these schools are languages, arithmetic, writing, bookkeeping, salesmanship, office routine, and geography, which aim to give a good general education as well as to prepare for practical life.

England has done little in the way of organizing a compulsory vocational program in training for business. At the age of 15 a student may leave school to seek employment if he cares to do so, or he may continue his education at some advanced school. A large manufacturing establishment in London has a well-planned office training program. It accepts girls on application, on recommendation of other employees, and from the Government Youth Employment Service. Preference is given to single women. Married women are usually not accepted as permanent employees. This training, which is given to the employee, is part of the employment and the trainee is paid while going to the training school. There is no apprenticeship contract. Each applicant must take

an English test; and if she fails, she is not accepted for training. Such courses as arithmetic, English, shorthand, typing, and machines are taught. After a girl has reached a speed of eighty words a minute in shorthand and forty words a minute in type-writing, she is given full-time employment. Even after completing this training, the worker is encouraged to attend classes in evening school. The firm pays the fees for these courses if the employee has 80 per cent attendance.

The comparison of salaries paid to beginning sales girls, illustrated in the table, is typical of the larger European cities visited. These figures were given by managers of the stores or the personnel directors and were for beginners with no experience. In France and Belgium there are minimum wage laws. While there seems to be a great variation in wages, the important thing to remember is that there are vast differences in the cost and standard of living. For example, in England it costs an office girl about \$2.80 a week for food and \$3.50 to \$4.50 for a room (about \$1.50 each, for a room occupied by 3 or 4 girls). From her salary the English office girl has little left for clothing and recreation and is able to buy only one suit and one good dress a year. Occasionally she can go to a stage play if she occupies an upper balcony seat; but for the most part, she is forced to seek free entertainment.

In contrast to this, in Copenhagen, where there is much co-operative housing, a modern three-room apartment rents for about \$14.50 a month. Food costs are approximately the same as in England. Consequently, the average salesgirl in Denmark has more to spend for clothing and recreation.

TYPICAL MONTHLY WAGES OF SALESGIRLS

Country	Foreign Exchange	U.S. Dollars
Belgium	4,000 fr.	80
Denmark	334 kr.	80
England	11£ 12 s	32+
France	14,000 fr.	40
Germany	120-180 DM.	28-42
Netherlands	50-60 Gilders	75-80
Sweden	400 Kr.	80
United States		120-140

Following an initial employment period, workers are interested in advancement as well as security. The plan of promotion in the various organizations seems to follow a similar trend. In France a large buying center and its branch department stores rate their employees every three months. Salary increases and promotions are dependent on these ratings. A large organization in Brussels has a complete system of interviews and follow-up from which a file is maintained for each employee. Every year the head of the department or the supervisor rates his employees and makes recommendations for salary increases, changes in jobs, and the like.

From an economic standpoint workers have begun to look forward to the age of retirement. Many times before accepting employment the applicant wants to be assured that

provision will be made for that period of time beyond his working usefulness. The large European companies and the most progressive countries are providing this security. They have plans whereby the worker and the company or the state cooperate in building up a fund for this purpose. For example, in a large London corporation<sup>4</sup> membership in the plan is compulsory for any person who has completed 12 months of service and is 21 years of age. Contributions are made by deduction from salary, and the company contribution is never less than that of the employee.

The male employee is automatically retired upon attaining the age of 65, and in the case of a female employee the age is 55 unless specifically agreed otherwise.<sup>5</sup>

In Denmark the entire cost of old age pensions is borne by the state and local authorities. Pensions are granted to married men and women at 65 and single women at 60. A pension is composed of a basic sum regulated according to the cost of living index; thus the purchasing power is kept stable. A pensioner may have an income of 50 per cent of the basic pension without his right to the pension being affected.<sup>6</sup>

In the Netherlands there is a retirement pension for all at 60 years of age, which amounts to 60 per cent of the worker's average income for the last 20 years of employment. Women are not permitted to enter the plan until they reach the age of 25 years. The employee and the employer contribute to this fund. Also, if an employee leaves the organization, he receives the full amount that he has paid to the fund.

As is evident from this account of European employment, Europe and the United States have similar employment and social problems, the solution of which is no easier for Europe than for us. Endeavors to work out a satisfactory answer through legislation and cooperation are advancing even though the progress sometimes is hard to detect. Continued cooperation between nations from such groups as our study group and those of similar interests will eventually have a measurable effect in solving education and employment problems.

What is of importance and of value is the personal exchange of experiences and knowledge. Development of information is based on the exchange of experience, knowledge, and contact between different peoples. This is not accomplished by reading books and magazines. No one who has spent eight weeks abroad can consider himself an authority since he has merely had time to get general impressions and general information. However, the result of such an experience creates between individuals a better understanding of their common problems, aims, and aspirations.

<sup>4</sup>Office Staff Handbook, Lever Bros. and Unilever Limited and Associated Companies, p. 26.

<sup>5</sup>*Ibid.*, p. 22.

<sup>6</sup>Peter Friis Olsen, Summary of Lecture on Danish Social Legislation.

<sup>3</sup>Osvold Larsen, *op. cit.*

# AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

In this section of the BUSINESS EDUCATION (UBEA) FORUM, affiliated and co-operating associations are presented. The announcements of meetings, presentations of officers, and descriptions of special projects should be of interest to FORUM readers. An affiliated association is any organized group of business teachers on the local, state, or regional level which has officially united its activities with UBEA. A co-operating association is defined as one for which the UBEA National Council for Business Education has established a Co-ordinating Committee.

## Affiliated Associations

Akron Business Education Association  
Alabama Business Education Association  
Arizona Business Educators' Association  
Arkansas Education Association, Business Section  
California Business Education Association  
Chicago Area Business Educators' Association  
Colorado Education Association, Commercial Section  
Connecticut Business Educators' Association  
Delaware Commercial Teachers Association  
Florida Education Association, Business Education Section  
Georgia Business Education Association  
Houston Independent School System, Commercial Teachers Association  
Idaho Business Education Association  
Illinois Business Education Association  
Indiana State Teachers Association, Business Education Sections  
Inland Empire Commercial Teachers Association  
Iowa Business Teachers Association  
Kansas Business Teachers Association  
Kentucky Business Education Association  
Louisiana Business Teachers Association  
Maryland Business Education Association  
Minnesota Business Education Association  
Mississippi Business Education Association  
Missouri State Teachers Association, Business Education Section  
Montana Business Education Association  
Nebraska State Education Association, District 1, Business Education Section  
New Hampshire Business Educators' Association  
New Jersey Business Education Association  
New Mexico Business Education Association  
North Carolina Education Association, Business Education Section  
North Dakota Education Association, Commercial Education Section  
Ohio Business Teachers Association  
Oklahoma Commercial Teachers Federation  
Oregon Business Education Association  
Pennsylvania Business Educators Association  
Philadelphia Business Teachers Association  
South Carolina Business Education Teachers Association  
South Dakota Commercial Teachers Association  
Tennessee Business Education Association  
Texas State Teachers Association, Business Education Section  
Tri-State Business Education Association  
Utah Education Association, Business Education Section  
Virginia Business Education Association  
Washington, Western Commercial Teachers Association  
West Virginia Education Association, Business Education Section  
Wisconsin Education Association, Commercial Section  
Wyoming Business Education Association

## Pennsylvania

The annual meeting of the Pennsylvania Business Education Association was held on Thursday December 28, in Harrisburg. The theme of the meeting was "Improvements Needed in Business Education in Pennsylvania." Panel participants included: Kerr Miller, Williamsport High, chairman; Phyllis Ziegler, Huntingdon High; Raymond W. Morgan, Johnstown High; John R. Haubert, Department of Public Instruction, Harrisburg; Anna Brier, Butler High; and Madge Burns, Kettanning High.

Pennsylvania has over 2200 teachers in the field of business education and the P.B.E.A. is attempting to meet the challenge of the group in advancing the work in the state. Two conferences will be sponsored this spring: one to be held at Butler High School on April 14, and one at Norristown High School on April 28.

New officers elected at the meeting are: *President*, Phyllis Zeigler, Huntingdon High School, Huntingdon; *First vice-president*, Raymond W. Morgan, Johnstown High School, Johnstown; *second vice-president*, Benjamin Kuykendall, Frankford High School, Philadelphia; *Secretary*, Edith R. Fairlamb, Reading Senior High School, Reading; *Treasurer*, William Whiteley, Reading Senior High School, Reading.

Benjamin Kuyendall, chairman of the membership drive, would appreciate receiving membership dues for the current year. His address is Frankford High School, Philadelphia, Pennsylvania.

## North Dakota

The annual meeting of the Business Education Section of the North Dakota Education Association was held in Fargo on October 19.

A panel discussion, planned by the Chairman, Helen White, State Teachers College, Minot, was presented. The panel topic was "Better Actors in Tomorrow's Show." Ivan Larson, Head of Business Education Department, Concordia College, Moorhead, Minnesota, was the moderator.

Members of the panel and their topics were as follows: Mary Anne Prody, Central High School, Fargo—"Some Problems and Suggested Improvements for Business Departments in the Small High

School"; O. Fossum, Business Manager, Interstate Business College, Fargo—"New Trends in Secretarial Practices and Office Training in General"; Betty DeKrey, Personnel Manager, Herbst Department Store, Fargo—"What to Teach the High School Student to Aid Adjustment in the Business World"; and Harry B. Bauernfiend, Gregg Publishing Company, Chicago—"Bookkeeping for Tomorrow."

At the business meeting preceding the program, the following officers were elected for the coming year: *Chairman*, J. B. Busse, State Teachers College, Minot; *Vice Chairman*, Emery Swanson, High School, Garrison; *Secretary*, Joyce Arntz, High School, Mandan. The 1951 meeting will be held in Bismarck in October.

During the business meeting, O. M. Hager, State Supervisor of Business Education, spoke briefly on developments in business education in North Dakota. Dorothy L. Travis reported on the UBEA Representative Assembly meeting held in St. Louis in July.

## Texas

At the business education sectional meeting which was held during the annual convention of the Texas State Teachers Association, November 24 and 25, in San Antonio, the following persons were elected to office for the coming year: Mrs. Mae Smith, Breckenridge, *president*; Bob Sparks, Austin, *vice president*; Margaret T. Bleil, Huston, *secretary*; and Corine Lamm, Greenville, *treasurer*.

## Kansas

The Kansas Business Teachers Association convention was held in Garden City on November 3, 1950.

At the morning session the president, Elmo A. Bettega of East High School, Wichita, presided. Edwin Hooper of the Garden City Junior College, convention chairman, brought greetings to the members present. The highlight of this session was the panel discussion led by J. Andrew Halley, Head of the Business Education Department at Oklahoma A. & M. The panel subject, "Fitting the Business Education Curriculum to the Needs of the Community," was handled very

(Continued on page 48)



### Southern



JOHN H. MOORMAN, President

The newly elected officers of the Southern Business Education Association were announced in the January issue of the FORUM. In addition to the elected officers, the following officers were reappointed by the executive committee: *secretary*, Frank M. Herndon, University of Mississippi, University; *treasurer*, Harold Craver, Louisiana State University, Baton Rouge; and *editor of Modern Business Education*, R. Norval Garrett, Southeastern Louisiana College, Hammond.

At the Richmond convention, the following officers were elected for various sections of the association:

College and University Section—*chairman*, F. Devere Smith, University of South Carolina, Columbia; *vice chairman*, James W. Loyd, East Tennessee College, Johnson City; *secretary*, Jean Knott, Delta State Teachers College, Cleveland.

Junior College Section—*chairman*, Lois Frazier, Brevard College, Brevard, North Carolina; *vice chairman*, Margaret Johnson, Sullins College, Bristol, Virginia; *secretary*, Mildred Bingham, Mars Hill College, Mars Hill, North Carolina.

Private Business School Section—*chairman*, Kenneth Dunlop, president, Salisbury Business College, Salisbury, North Carolina; *vice chairman*, J. H. Query, manager, Evans-Carolina Business College, Charlotte, North Carolina; *secretary*, Bernice Brown, Draughtons Business College, Greenville, South Carolina.

(Continued on page 48)

### South Carolina

The South Carolina Business Education Teachers Association, a department of the South Carolina Education Association is planning a spring meeting in Columbia on March 15-16.

The theme of the meeting will be "Vocational Opportunities in South Carolina." Leading businessmen of the section are being invited to speak.

A luncheon is planned for the hour preceding the meeting.

### Mississippi

Theodore Woodward of George Peabody College for Teachers, Nashville, Tennessee, will be the principal speaker at the conference of District 6, Mississippi Business Education Association. The conference will be held at Delta State Teachers College on February 10.

Elvin Eyster, Indiana University, will be the principal speaker at the Mississippi Business Education Association on March 16. The meeting will be held in Jackson.

### Florida

The Department of Business Education of the Florida Education Association is meeting in Tampa from March 29 to 31. A luncheon session will be held on March 30.

The state convention of FBLA Clubs for Florida is planned for May 18 and 19 on the campus of Florida State University, Tallahassee. Glen Murphy, sponsor for the club at Florida State University, has charge of the arrangements.

### West Virginia

Cloyd P. Armbrister, Concord College, Athens, was elected president of the newly organized Business Education Division of West Virginia Association of Higher Education at the meeting in Charlestown, October 26. Other officers are: Reed Davis, West Virginia Institute of Technology, *Vice President*; and Nellie Ellison, Concord College, *Secretary-Treasurer*. The purpose of this organization is to coordinate and correlate the problems and work of business education in West Virginia colleges. Committees were appointed to begin this work.

### Alabama

The annual meeting of the Alabama Education Association will be held in Birmingham on March 15 and 16. The theme of the business education luncheon meeting will be "The Responsibility of Business Education to Business and the Community."

### Georgia

The annual meeting of the Georgia Business Education Association will be held in Atlanta on the morning of March 23. The following tentative program has been planned: business session, get-acquainted session, and an address by James T. Crawford, University of Pittsburgh.

The recent appointment of Evelyn Pope of Cairo, Georgia, as an instructor in the Secretarial Science Department of the University of South Carolina has been announced by S. M. Derriek, Dean of the School of Business Administration. Miss Pope goes to the University from Dominican College in New Orleans.

### Kentucky

The regular luncheon meeting of the Kentucky Business Education Association will be held April 12, at the Seelbach Hotel, Louisville. The program theme is "Better Business Education in Kentucky." Paul A. Carlson has been invited to be guest speaker.

### Louisiana

The new officers for 1950-51 elected at the Louisiana Business Teachers Association, Monroe, Louisiana, November 20 are: *President* Louise Beard, University High School, Baton Rouge; *Vice President*, Burton Risinger, Louisiana Polytechnic Institute; *Secretary*, to be appointed by the president; and *Treasurer* Lanier Thompson, Ouachita Parish High School, Monroe.

Council members are: Ruby Baxter (high school representative), Grayson High School; Hulda Erath (retiring president), Lafayette; Fern Himler (high school representative), Jennings; George Meadows, (business schools), Meadows-Draughton Business College, Shreveport; and Wilbur B. Perkins, (college representative), Northeast Junior College, Monroe.

**Utah**

The 1950-51 officers of the Utah Business Education Association are: Evan M. Croft, Brigham Young University, *president*; Adelbert Farmsworth, Ogden High School, *vice president*; Vernon S. Moore, Henager School of Business, *secretary*; and Norma K. Swigart, *treasurer*. Members of the board of directors are: Joseph C. Adams, Logan Senior High School;

Leah S. Robinson, North Summit High School; Lillian Murphy, Ogden Business College; Jessie Cowley, Richfield High School; and Eldon L. Reese, Springfield High School.

Mary D. Brown was among the business teachers who attended the 1950 International Conference which was held in Copenhagen last July. Mrs. Brown teaches at the University of Utah.

**President's Message**

The necessary four state business education associations have ratified the WBEA constitution and the regional organization has assumed legal status. The four ratifying states are California, Idaho (first to ratify), Montana, and Oregon. In each state, it was the unanimous decision of the group to affiliate with WBEA.

Comments implying an increasing interest in the work of the state associations have come as a result of anticipated affiliation with WBEA. (Arizona, Utah, Washington, and Wyoming are expected to affiliate shortly.) This is one of the hoped-for fruits which the founders of WBEA had in mind. An increased interest in business education on the state level will normally result in a similar reaction on a national basis. The show isn't over, of course, but this would seem to be a step in the right direction. Is it fair, then, to say that state business education associations function more satisfactorily if they assume real responsibility in a regional organization?

Again it should be emphasized that WBEA considers itself to be the "Western arm" of the United Business Education Association. All activities such as the publication of magazines, quarterlies, and yearbooks will be a matter of "working through" the national association and not in "addition to." In this manner, present UBEA services would be strengthened and become available to a greater number of people.

A "package" membership is just around the corner for business teachers in the Western Region. As stated in the WBEA constitution (if you wish a copy, ask Ted Yerian, Oregon State College, Corvallis, Oregon to send you one), a business teacher becomes a member of the regional organization only through membership in

his own state association—but only if his state is affiliated with WBEA. Because WBEA really is a division of UBEA, isn't it logical to provide an opportunity for the business teacher in the West to pay once to see and read every chapter in the business education "book"?

**First Convention**

The first convention of the newly organized Western Business Education Association will be held at Portland, Oregon, March 21-22, 1951. The Oregon Business Education Association will be host for the two-day convention.

Representatives from the four charter-member states (California, Idaho, Montana, and Oregon) plus other interested business educators are making plans to be present. Already hotel reservations have been made by several who wish to take no chances and are avoiding the rush. The Congress Hotel, 1024 S. W. Sixth Street (not large, but quite satisfactory) has been the OBEA headquarters for several years and shall be used this time as the WBEA headquarters. If you plan to attend, make your reservation early. One of the highlights of the two-day convention will be the annual business education luncheon held at the Old Heathman Hotel.

Advance planning on the part of WBEA's Executive Council calls for the 1952 and 1953 conventions to be held in San Francisco and Salt Lake City respectively. The convention will return to Portland in 1954 unless the WBEA Governing Board decrees otherwise.

WBEA extends a warm invitation to business teachers to attend the convention. Attendance is encouraged just as much from those states not members of WBEA as from those who are.

THEODORE YERIAN  
Oregon State College

**California**

Hartnell College and Salinas Union High Schools were hosts December 9, to the meeting of the Central Coast Section of the California Business Education Association.

The meeting started with registration and a social hour at Hartnell College. A display of publications and materials, together with distribution of the *Newsletter* attracted considerable attention. The *Newsletter* combines information and important notices with a light humorous touch, and is the first C.B.E.A. *Newsletter* to be vari-typed in the State of California.

Roy Huckell of the California and Hawaiian Sugar Refining Corporation in San Francisco addressed the group at the morning session. His topic was, "What Industry Expects of its Personnel." Carvel Johnson, Personnel Manager of Spreckels Sugar Corporation, spoke at the luncheon meeting on "Recent Trends in Personnel Policies." Robert Mercer followed Mr. Johnson's talk with an explanation of the present employment picture in this area, and the services which his office is in a position to render to the schools. The meeting closed with a tour of the Hartnell A. and M. campus.

Membership was reported to be 15 per cent larger than last year, with 80 per cent being present at the meeting.

The Southern Section of CBEA is again sponsoring a get-together of the FBCLA Clubs by providing a luncheon ticket for one member of each FBCLA Club at the next meeting of the group. State FBCLA Chairman, Jack H. Martin, has called a meeting of sponsors for the same day.

**Washington**

Members of the Inland Empire Business Teachers Association agreed last spring that one meeting a year was not enough to function satisfactorily as an organization. As a result of this decision, sixteen members met for a luncheon session on October 28. Allan Knoll, president of the association and a delegate to the St. Louis meeting of the UBEA Representative Assembly, gave a worthwhile and enthusiastic talk. Mr. Knoll distributed a UBEA plan sheet which was helpful in illustrating his description of the Assembly.

## Affiliated Associations

(Continued from page 45)

well by the discussants, who gave everyone present many good ideas to carry back to his school and community.

The highlight of the second session was the inspiring address, "The Professional Business Teacher" by Kenneth J. Hansen of the Colorado State College of Education at Greeley. Dr. Hansen stressed the following seven important points: be proud of being a teacher; belong to professional organizations and attend their meetings; subscribe to professional magazines; continue your education; be proficient in your subject-matter field; know what is going on in your field; and know how to teach your subject.

E. C. McGill of Kansas State Teachers College, Emporia, pointed out the values to be derived from membership in the United Business Education Association, with which KBTA is affiliated.

Newly elected officers are: *President* Loda Newcomb, University of Kansas, Lawrence; *Vice President* John N. Payne, Senior High School, Hutchinson; *Secretary-Treasurer* Elsie Borek, High School, Marysville; and *Executive Secretary* C. A. Swenson, Kansas State Teachers College, Pittsburg. Margaret Akers of Iola is the newly elected member to the board of directors for the Southeast District.

## Illinois

Sixty business teachers from 30 Southern Illinois High Schools met in conference Friday night and Saturday, October 27 and 28, at Southern Illinois University, Carbondale.

The conference marked the initial meeting of the business teachers of Southern Illinois. Similar groups have been organized in other sections of the state, such as the Chicago Area, Western Illinois, Eastern Illinois, and Central Illinois.

The following officers were elected: R. B. Eadie, Carmi Township High School, *president*; Jesse L. Lockyer, Benton Township High School, *vice president*; and Lucy Parrish, Carbondale Community High School, *secretary*.

The group voted to meet twice yearly, meeting the next time in the spring.

John A. Beaumont, Chief, Business Education Service, Board of Vocational Education for the State of Illinois, explained some of the trends in business education in the State; Robert Stickler, Proviso High School, Maywood, Illinois, spoke on the work of Future Business Leaders of American chapters.

The following business teachers participated in a panel discussion of problems

in business education: G. F. Highfill, Metropolis Community High School; Joseph Hanson, Pinckneyville Community High School; Margaret Harriss, DuQuoin Township High School; Fern V. Johnson, Benton Township High School; and Eugene Little, Edwardsville Township High School.

## Maryland

Carroll S. Rankin of Baltimore Junior College was elected president of the Maryland Business Education Association at a luncheon meeting held in Baltimore on November 3. The officers who will serve with him are: *vice president*—Blanche Stevens, Franklin High School, Baltimore County; *secretary*—Vallie B. Wareheim, Manchester High School, Carroll County; and *treasurer*—Margaret Lotz, Clarksville High School, Howard County.

Robert Slaughter, vice president of the Gregg Publishing Company, was the guest speaker at the meeting. His address was entitled, "Trends in Business Education."

Jay Miller, president of the Eastern Business Association, spoke about the coming convention of the association. Dr. Miller was introduced by Frances D. North, past president of the association.

Edward H. Goldstein, Maryland's delegate to the UBEA Representative Assembly in St. Louis last summer, gave a resume of the meetings he attended.

## Southern

(Continued from page 46)

Secondary School Section—*chairman*, Mrs. Bernice Bjonerud, New Hanover High School, Wilmington, North Carolina; *vice chairman*, Mrs. Mary W. Womack, Thomas Jefferson High School, Richmond, Virginia; *secretary*, Elizabeth Anthony, Jordan High School, Columbus, Georgia.

Secretarial Studies Section—*chairman*, Pauline Rawlings, Mississippi Southern College, Hattiesburg; *vice chairman*, Mary Frances Buzbee, Keiser High School, Keiser, Arkansas; *secretary*, Nona Randolph, Springfield High School, Springfield, Tennessee.

Bookkeeping and Accounting Section—*chairman*, Theodore Woodward, Peabody College for Teachers, Nashville, Tennessee; *vice chairman*, Cameron Bremseth, Georgia State College, Statesboro; *secretary*, Mrs. Wilma Hood, New Hanover High School, Wilmington, North Carolina.

## Cooperating Associations

### Delta Pi Epsilon

The production of services that will be of practical use to teachers on the job is the objective of the Committee on Research and Service Activities recently established by Delta Pi Epsilon. Under the chairmanship of Herbert A. Tonne of New York University, who was appointed by the National Executive Committee of Delta Pi Epsilon, a meeting was held at Clear Lake, Michigan, in November. Five practical classroom projects were established: Good Classroom Practices Manual—*Chairman*, Herman G. Enterline, Indiana University, Bloomington, Indiana; Bulletin on Suggestions for Chapter Activities—*Chairman*, Estelle Popham, Hunter College, New York; Annual Bibliography of Outstanding Articles—*Chairman*, J. Marshall Hanna, Ohio State University, Columbus, Ohio; and Vernon Musselman, University of Kentucky, Lexington; Abstracts of Current Research—*Chairman*, McKee Fisk, State College, Fresno, California; and Evaluative Criteria in Business Education—*Chairman*, Hamden L. Forkner, Teachers College, Columbia University, New York.

### Individual Members to Participate

All the chairmen have accepted the responsibilities for carrying out their projects and will be contacting the individual chapters in the near future. Membership on the various project committees is now being selected. Members of Delta Pi Epsilon and others interested in research are invited to write to the project chairmen if they are interested in participation.

The object of this program is to develop the actual projects within the local chapters of Delta Pi Epsilon and to coordinate the results on a national basis. The chairmen of the individual projects will publish the details of their projects in the near future.

Delta Pi Epsilon has established a tradition in leadership in service and research in its compilation of the *Business Education Index*, in the *Bibliography of Research in Business Education*, and in numerous local service projects. Now that Delta Pi Epsilon has nineteen active chapters with three scheduled for possible acceptance in the near future, the establishment of an integrated program of continuing research and service gives good evidence of the maturing of the ideals for which Delta Pi Epsilon was established.



## CHAPTERS ORGANIZED RECENTLY

Alabama — Winston County High School, Double Springs.  
 Connecticut — Staples High School, Westport.  
 Georgia — Lumpkin County High School, Dahlonega.  
 Florida — Pensacola High School, Pensacola.  
 Illinois — Carrier Mills Community High School, Carrier Mills.  
 Indiana — Anderson College, Anderson.  
 Kentucky — Bourbon County Vocational High School, Paris.  
 Louisiana — Basile High School, Basile; Grand Cane High School, Grand Cane; and Tioga High School, Tioga.  
 New Mexico — Ruidoso High School, Ruidoso.  
 New York — Newburgh Free Academy, Newburgh.  
 Ohio — Loveland High School, Loveland; and DeVilbiss High School, Toledo.  
 South Carolina — Gilbert High School, Gilbert; Furnam University, Woman's College, Greenville; Irmo High School, Irmo; and Orangeburg High School, Orangeburg.  
 Utah — Dixie Junior College, St. George.  
 Texas — Blinn College, Brenham; Lincoln High School, Dallas; and Sherman High School, Sherman.  
 Virginia — Culpeper County High School, Culpeper.

## Achievement Program

The recently organized FBLA chapter at James Monroe High School, Fredericksburg, Virginia, is sponsoring an achievement program as the project for the club this year. Teachers often request the pupils of the business department to make stencils, reports, and master copies for them.

The James Monroe Chapter has inaugurated a system whereby all chapter members are available to do this extra work, but at a time which is convenient to both the teacher and the pupil and at a time which does not interfere with the classwork of the pupil. A schedule listing the pupil members of the chapter, their study periods and other available time is posted on the bulletin boards. Any teacher wishing to have some work done refers to the chart to see which pupil is available at the time the teacher desires the work. The teacher then contacts the selected pupil



*Top—Miss Marion King of the Bishop National Bank, was guest speaker at the installation ceremony and dinner meeting of the W. R. Farrington High School Chapter of FBLA, Honolulu, Hawaii. Shown in the picture are: (left to right) Miss Orda M. Mawhor, sponsor; Shirley Lee; Miss Kathleen Borden; Joyce Fukushima; Miss King; Olive Kaneshiro; Mrs. Elaine Min (Assistant Supervisor of Business Education in the Territory of Hawaii); and Barbara Sugiwaka.*

*Bottom—The Florida State University Chapter at Tallahassee is sponsoring the State FBLA Convention in May, 1951. Shown above are members of the chapter and the sponsor, Mr. Glen Murphy. Dr. J. Frank Dame, co-sponsor, is not shown in the picture. The chapter was organized on May 3, 1950, and now has thirty-four members.*

and gives him instructions for the job.

Upon completion of the work, a written report is turned in by the pupil to the chairman of the project committee. Before the report is filed, the number of points earned by the pupil in completing the assigned work is determined by the committee.

The system by which the work and its credit is determined is as follows: stencils—5 points; master copy—3 points; letter—2 points; mimeographing or duplicating—1 point for 25 copies; report cards—2 points for 20 cards; copy work—3 points a page; addressing envelopes—1 point for 5 envelopes; miscellaneous (school paper, literary magazine and other work)— $\frac{1}{2}$  point a page.

At the end of the school year, a special assembly program will be held during which the members earning the highest number of points will be awarded pins and given public recognition for their work.

## Florida State University Chapter

Organizing and sponsoring FBLA chapters in high schools and colleges in Florida has been chosen as the project for this year by the Florida State University (Tallahassee) FBLA chapter. Isabel Pugatsky, president of the chapter, reported that there has been favorable response to the letters sent out to the schools in the state concerning the establishing of new chapters of FBLA.

Another project of the chapter is the publication of a six-page bulletin, "The Blotter." The motto of the publication is "It Soaks Up Everything."

Approximately three hundred guests attended the annual reception for business students and faculty members. The reception was sponsored by FBLA, Alpha Kappa Psi and Delta Sigma Pi.

Dr. Bruce Weale, associate professor of marketing, spoke on "The Distributive Occupations." Following his talk, a Busi-

*(Continued on next page)*



One of the projects of the Leeds (Alabama) High School Chapter of FBLA was registering ninety guests who attended the National Civitan Convention held at Leeds High School. Members and the sponsor of chapter who participated in the activity are: (left to right) Mary Evelyn Falkner, Marjorie Moore, Mrs. Virginia McKathan, sponsor, Loretta Farmer, and Virginia Todd.

ness Quiz with questions concerning the various phases of business was conducted.

Officers of the chapter include: *president*, Isabel Pugatsky; *vice president*, Dorothy Davis; *recording secretary*, Dorothy Kish; *treasurer*, Katherine Dewar; *corresponding secretary*, George C. Parish; and *historian*, Sue Hadsell. The following committee chairmen were appointed: *program*, Aileen Broome; *social*, Imogene Haire; *membership*, Appie D'Alessandro; and *publicity*, Betty Carlile. Mr. Murphy and Dr. Dame are co-sponsors.

#### Menaul Chapter Reports Activities By Gail Benavides

One of the recent chapters of FBLA to be installed in New Mexico is the club at Menaul School in Albuquerque. Miss Irene Richmond is the sponsor of the chapter. Fifty-six pupils hold charter membership in the organization.

Officers of the chapter for the first semester were: *president*, Floyd Vasquez; *vice president*, Florida Lopez; *secretary*, Orinda Medina; *treasurer*, Rey Chavez; and *reporter*, Gail Benavides.

Miss Marylin Moening, Menaul School office secretary, was chosen as the honorary member for the year. Mr. James E. Cox spoke on the subject, "Striving To Be a Christian Businessman," at one of the recent meetings.

Some of the chapter's activities are: publishing the school paper, *The Menaul Panther*, operating the mimeograph machine, and painting the football bleachers.

#### Louisiana FBLA Workshop

The second annual workshop for FBLA chapters in Louisiana was held at Northwestern State College, Natchitoches, in December. Professor N. B. Morrison, head of the department of business education at Northwestern State College, supervised and directed the meeting.

More than two hundred teachers and

students representing high school FBLA chapters in the state attended the workshop. The program consisted of sectional meetings for the various groups of officers and an additional section devoted to the organization of new chapters in Louisiana. Leadership for the workshop was provided by Gladys Peck, state supervisor of business education, Baton Rouge; Richard Clanton, state sponsor of FBLA, Alexandria; Geraldine Shaw of Vinton; Polly Lou Hicks of Boyce; Jack Simpson, state FBLA president, Natchitoches; Eunice Kennedy, Ruth Bruner, Janell Farris, Robert Easley and Kenneth Durr of the faculty of Northwestern State College.

The number of FBLA chapters in the state has increased from four to fifty since the first FBLA workshop was held a year ago. It is hoped that the second workshop will contribute to the continued growth of the Future Business Leaders of America.

#### Decatur Club Wins First Prize

By Joyce Fischer and Burnetta O'Brien

For the second consecutive year, the Decatur (Illinois) High School Chapter of FBLA has won first prize for their float in the Homecoming parade. The theme of this year's float was "This is Quincy's Fall."

Members of the chapter worked a week decorating the truck and making the costumes. The center of attraction was a large maple leaf made of beaver board on which was painted the words "This is Quincy's Fall." Branches of oak and maple trees covered the bed of the truck. Chicken wire, stuffed with three thousand paper napkins painted to resemble leaves, was attached to the sides of the truck. Green and brown crepe paper streamers covered the cab of the truck.

Five girls rode on the autumn float. Two of the girls, Georgia Harmon and Marilyn Jones, were dressed as orange

leaves and Jane Beck and Evelyn Brandenburg were dressed as green leaves. The artist, Ruth Moore, was dressed in white with red trim as "Jackie Frost." Attention was drawn to "Jackie Frost" and the large leaf by a spotlight.

The chapter worked diligently on this project and was awarded the first prize. The motto of our Decatur Chapter is "Strive for Success." Miss Mabel Scheiderer is sponsor of the chapter.

Officers for 1950-51 are: *president*, Ruth Moore; *vice president*, Virginia Huffman; *secretary*, June Lowe; and *treasurer*, Frances Strachan.

#### Pennies From Heaven

By Dixylee Hopkins

A cascade of pennies opened the "Pennies from Heaven" shower December 6 sponsored by the FBLA chapter at Anaheim Union High School, Anaheim, California. Members of the chapter requested the pupils to bring a penny for CARE. Hoping for a thousand pennies at the most, the chapter promised to match any amount received up to ten dollars.

During the twenty minute activity period, while the recording, "Pennies From Heaven," was being played over the public address system, the chapter members carrying small cartons labeled in large red letters, "Pennies for Care," visited each room to collect the money. So overwhelming was the response that in a few minutes dollars in pennies, nickles, dimes, quarters, and two fifty-cent pieces, was received. To this fund, the FBLA chapter added the ten dollars from the club treasury and the next day mailed a check for forty dollars to Care for four large Christmas packages to be sent overseas.

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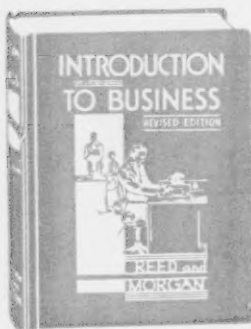
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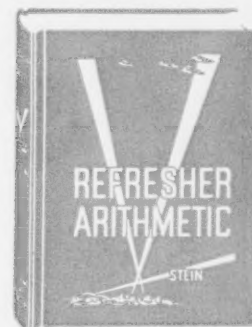




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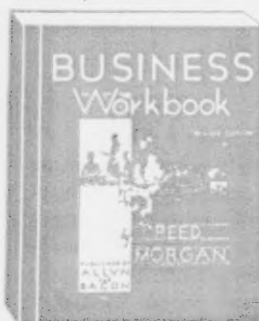
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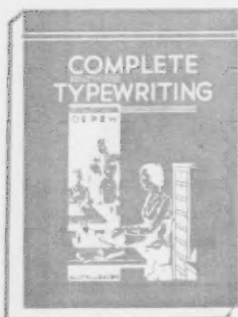


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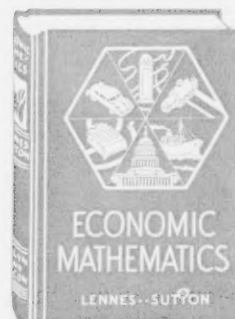
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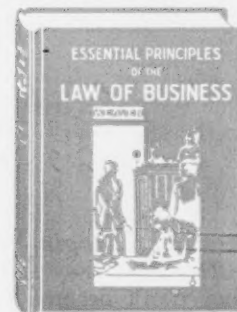
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